DOCUMENT RESUME

ED 225 234 EA 015 165

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TITLE Usability and Effectiveness of a Program for the Renewal and Improvement of Secondary Education in Local School and University Settings: A Summative Evaluation.
INSTITUTION Wisconsin Center for Education Research, Madison.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE 82
GRANT NIE-G-81-0009
NOTE 142p.; Not available in paper copy due to small print and marginal legibility of original document.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Educational Improvement; Educational Objectives; Higher Education; Instructional Materials; Program Effectiveness; *Program Evaluation; Questionnaires; School Surveys; Secondary Education; Tables (Data); Teacher Attitudes
IDENTIFIERS *Wisconsin Program for Renewal Improvement Sec Educ

ABSTRACT

The Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE) was a research and development project conducted from 1977 through 1981. WRISE had four components: (1) 10 comprehensive objectives, each with related enabling objectives; (2) a six-step improvement process; (3) printed and audiovisual materials for local school staffs, to learn about the program, and for university education professors, to provide information to students; and (4) a dissemination and utilization plan. For secondary schools, evaluation data were gathered at 10 schools in 6 states, using 3 staff questionnaires and a school leader's report. For universities, data were collected from nine university programs in three states, using three questionnaires and a report from each professor, as well as two questionnaires and pre- and posttests from students. Brief descriptions of each school and university program involved are provided. The secondary school results indicate that teachers and principals considered WRISE objectives, improvement processes, and materials both usable and effective. The university results show the professors and the students regarded WRISE materials as usable, effective, and of high quality. Lists of WRISE objectives and materials and copies of several questionnaires are appended. (Author/RW)

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USABILITY AND EFFECTIVENESS OF A PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION IN LOCAL SCHOOL AND UNIVERSITY SETTINGS: A SUMMATIVE EVALUATION

EA 015 165

Wisconsin Center for Education Research
an institute for the study of diversity in schooling

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The University of Wisconsin--Madison
1982

Wisconsin Center for Education Research

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The research reported in this paper was funded by the Wisconsin Center for Education Research which is supported in part by a grant from the National Institute of Education (Grant No. NIE-G-81-0009). The opinions expressed in this paper do not necessarily reflect the position, policy, or endorsement of the National Institute of Education.

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Acknowledgements

I express my appreciation to each of the local schools for participating in the summative evaluation. Their use of the materials as well as their responses to the data gathering instruments made the summative evaluation possible in local school settings. In accordance with the written agreement entered into with the local schools, it is not possible to identify the schools by name.

In Chapter 3 I have indicated the universities whose students and professors participated in the evaluation. I take this opportunity to list the universities and to express my thanks to the participating students and faculty: Southwest Texas University, University of Cincinnati, University of Toledo, University of Wisconsin--Eau Claire, University of Wisconsin--LaCrosse, University of Wisconsin--Madison, University of Wisconsin--Platteville, and University of Wisconsin--Stevens Point.

I should also like to thank both the school principals and the university professors for their careful review of the information provided in this report. Their review assured the author that he had accurately interpreted the information that they provided.

Daniel Probst, a graduate student who served as a half-time project assistant, assumed major responsibility for distributing the data gathering instruments to the schools and universities and preparing most of the tables included in this paper. Upon his leaving the project, another graduate student, Monica Zindler, proofread and reviewed the final draft of the manuscript. The contributions of both Daniel and Monica are recognized with appreciation.

The contributions of the administrative staff and support personnel of the Wisconsin Center for Education Research and of the School of Education of the University of Wisconsin--Madison merit recognition and thanks. The help of Arlene Knudsen, my secretary of many years, in typing and preparing the manuscript for publication is especially appreciated.

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Abstract

The Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE) includes three main elements. First, there is a design for improving secondary education that consists of 10 comprehensive objectives and related enabling objectives for each major element of a functioning secondary school. Second, there is a generic six-step improvement process that is to be adapted to the local school situation and used by the local school staff in starting, extending, or refining a systematic improvement program. Third, printed and audio-visual materials have been prepared for use by local school staffs in gaining information about the program and by university professors to provide information to their students.

The results of the summative evaluation of WRISE indicate that the usability and the effectiveness of the six-step improvement process are generally regarded as high to very high by local school principals. The usability and effectiveness of the WRISE materials are generally regarded as high by local school staff members. The WRISE comprehensive and enabling objectives are perceived by teachers as indicating desirable directions for the improvement of secondary education. The materials were used in the schools mainly during regular school hours and the main purpose was to gain information or to start planning an area of improvement.

The professors used the WRISE materials in courses in educational administration, educational leadership, secondary curriculum, secondary education, and individualization of instruction. The professors regarded the usability, effectiveness, and technical quality of the materials as high. Students also regarded the WRISE materials favorably. Student achievement increased from pretest to posttest. Student gain in achievement was higher in graduate than in undergraduate courses and in courses where more rather than fewer WRISE materials were used.

Chapter I
Introduction

The decade of the 1970s was a troubling period in American secondary education. Calls for relevance in education and for more individual student rights, along with the extension of equal educational opportunity for all American youth, characterized the early 1970s. Tax revolts and calls for better discipline and higher student achievement in the academic subjects started in the late 1970s and continue into the 1980s. Although the causes probably cannot be attributed to any of the preceding conditions, the National Assessment of Educational Progress reported that the achievement of 17-year-olds in some academic subjects declined sharply during the 1970s. The decline was less sharp for 13-year-olds.

The present project was addressed toward finding means to enable the staffs of local secondary schools to stop the decline in achievement, particularly in English, mathematics, and reading. To achieve this aim, improvement-oriented research was conducted cooperatively with local schools. The research was started in 1977-78 and continued through 1980-81. Based on a synthesis of the available literature, print and audiovisual materials were prepared, starting in 1978-79. These materials were designed for use by local school staffs in their improvement activities and by university professors in their university courses. Local school staff members and university professors provided input to the project staff from the beginning of this project. They are representative of the persons for whom the materials are intended. The materials that describe and explain the concepts, practices, and processes together with the concepts, practices, and processes are called the Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE).

The materials were formatively evaluated during their development and were evaluated summatively in university and local school settings in 1980-81. The results of the summative evaluation of WRISE are reported in this paper. The effects of implementing the WRISE concepts

and strategies on student outcomes as determined through the cooperative research with local schools is reported in a monograph of the Wisconsin Center (Klausmeier, Serlin, & Zindler, 1982).

In this chapter, an overview of WRISE is presented, the time schedule and activities of the project from 1976-77 through 1981-82 are indicated, and the results of the formative evaluation are reviewed. Chapters 2 and 3 present the summative evaluations that were conducted in local schools and in university settings, respectively.

Overview of the Wisconsin Program for the Renewal and Improvement of Secondary Education

The Wisconsin Program for the Renewal and Improvement of Secondary Education consists of a design for the improvement of secondary education and accompanying materials that explain the design and how to employ it. The program includes four main elements. First, there are 10 comprehensive objectives and related enabling objectives for each major element of a functioning secondary school. Second, there is a generic six-step improvement process that is to be adapted to the local school situation and used by the local school staff in starting, extending, or refining a systematic improvement program. There are alternative leadership strategies that a local school educational improvement committee adapts and uses in leading the school's improvement activities. Third, printed and audiovisual materials have been prepared for use by local school staffs in gaining information about the program and by university professors to provide information to their students. Fourth, there is a plan for the dissemination and utilization of the program. Each of these elements is now explained further.

The 10 comprehensive objectives which follow indicate desirable directions for the improvement and renewal of secondary education.

1. *EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT:*

   An individual *educational program* of course work and other activities is arranged for each student that satisfies his or her developmental needs and characteristics and that also meets district and state requirements. An individual *instructional program* is arranged for the student in each course and other activity that is part of the student's total educational program that takes into account the student's aptitudes, interests, motivation, learning styles, career goals, and other personal and social characteristics and that also meets district and state requirements.

2. *CURRICULAR ARRANGEMENTS:*

A comprehensive and flexible curriculum is developed that meets state and district requirements and that facilitates educational programming for the individual student.

3. *WORK AND COMMUNITY LEARNING:*

Career education is arranged for all students; experiential learning activities and/or work experiences in the community are arranged for each student who can profit from them.

4. *STUDENT DECISION MAKING:*

Students progressively assume more initiative for planning, implementing, and evaluating their programs and activities, with a lesser amount of adult direction and control.

5. *EVALUATION:*

The individual student's progress toward attaining his/her course objectives, the student's instructional program in each course, the student's total educational program, and the school's educational program are evaluated systematically.

6. *ADMINISTRATIVE ARRANGEMENTS:*

The school's administrative arrangements provide for cooperative planning and shared decision making by the persons responsible for implementing the plans and decisions, mainly administrators, counselors, teachers, and students.

7. *ORGANIZATION FOR INSTRUCTION AND STUDENT ADVISING:*

The faculty and students are organized into groups so that an effective educational program is arranged for the individual student each semester and advising is personalized.

8. *HOME-SCHOOL-COMMUNITY RELATIONS:*

Effective communication and cooperative educational efforts between the school and the community are carried out as part of a program of home-school-community relations.

9. *INTERNAL AND EXTERNAL SUPPORT:*

The environment for learning and instruction in the school and for work and other experiences in the community is enriched through intellectual, technical, and material support provided by the school and district and by external agencies, such as the state education agency, intermediate education agencies, teacher education institutions, regional educational laboratories, and professional associations.

10. *CONTINUING RESEARCH AND DEVELOPMENT:*

Student learning and personality development, instruction, administrative arrangements, and other educational processes become better understood and are improved through continuous research and development conducted by school personnel and cooperating individuals and agencies.

The enabling objectives for each comprehensive objective provide illustrative means of achieving the comprehensive objective. The complete set of comprehensive and enabling objectives is included as Appendix A of this report. The enabling objectives for Component 1 of the design, Educational Programming for the Individual Student, follow:

Component 1: Educational Programming for the Individual Student

Comprehensive Objective: (Part I)

An individual educational program of course work and other activities is arranged for each student each semester that satisfies the student's developmental needs and characteristics and that also meets district and state requirements.

Illustrative Enabling Objectives:

Each student's individual educational program which includes all courses and other activities:

1.1 Is planned each semester or year by the student and the student's advisor.

1.2 Takes into account the student's aptitudes for learning different subject matters, interests, motivation, learning styles, career goals, and other personal and social characteristics.

1.3 Provides for experiential learning, including work experience in the community, for students who will benefit from it.

1.4 Is monitored cooperatively by the student and the student's advisor throughout the semester.

1.5 Is changed as necessary during the semester to assure high quality education for the student.

Comprehensive Objective: (Part II)

An individual instructional program is arranged for the student in each course and other activity that is part of the student's total educational program that takes into account the student's aptitudes, interests, motivation, learning styles, career goals, and other personal and social characteristics.

Illustrative Enabling Objectives:

The instructional program of the student:

1.6 Is planned by the student and the teacher of the course at the beginning of the course.

1.7 Includes course and unit objectives that are appropriate for the student in terms of the student's aptitude, entering achievement level, and career goals.

1.8 Provides an appropriate amount of time--in class, during school hours or outside school hours, as necessary--to suit the student's rate of achieving his/her objectives in the course.

1.9 Provides for appropriate individual attention by the teacher to take into account the student's motivation and other personality characteristics.

1.10 Provides for an appropriate amount of teacher-directed individual, pair, small-group, and large-group activity to take into account the student's need for structure and preferences for mode of instruction.

1.11 Provides for an appropriate amount of student-initiated individual, pair, small-group, and large-group activity to take into account the student's need for independence and preferences for mode of instruction.

1.12 Provides for appropriate use of printed materials, audiovisual materials, and direct experiencing to take into account the student's preferred modes of learning--visual, auditory, tactual, or kinesthetic.

These objectives of Component 1 of WRISE indicate clearly that individual educational programming is not one-to-one individualized instruction. On the contrary, small-group and whole-class activities are regarded as appropriate forms of instruction as well as are individual activities.

The comprehensive and enabling objectives of the design provided the rationale for the cooperative improvement-oriented research that was conducted with the local schools by indicating possible areas of improvement that each school might undertake. They also provided the basis for determining the content of the WRISE printed materials, filmstrips, and school-experiences audiocassettes. The objectives are currently used by local school staffs to identify areas of improvement for their school.

We now turn to the second element of WRISE. The WRISE generic improvement process has the following six steps:

- Assess your local school situation.
- Develop your school's improvement plan.
- Carry out information-gaining activities in your school.
- Carry out preparatory activities.
- Carry out your start-up improvement activities.
- Evaluate the improvement activities.

The implementation of the preceding six steps is necessarily related to each local school situation. It is quite different in a middle school of 250 enrollment and in a high school of 2,000 enrollment.

The alternative strategies that a local school educational improvement committee can use in leading the school's improvement activities are designated centralized, decentralized, and combined. In the centralized strategy, the principal and the improvement committee direct the improvement activities, taking the initiative for preparing the school's improvement plan and subsequently for leading, monitoring, and evaluating the improvement activities. Under the decentralized improvement strategy, the principal and the educational improvement committee serve more as coordinators and involve the staff in the planning and other activities

at the outset. The combined strategy involves use of the centralized strategy first and then a gradual shift toward the decentralized. A decentralized strategy is much more difficult to implement in a very large school than in a smaller school.

We may now relate the preceding design objectives and the improvement process to the materials more specifically. An annotated list of all of the materials appears in Appendix B of this report.

Each of the comprehensive objectives is explained in a chapter of the textbook The Renewal and Improvement of Secondary Education: Concepts and Practices. Attainment of each objective in one or more middle schools and high schools is also depicted in a filmstrip correlated with the textbook chapter. In each filmstrip the attempt was made to capture exemplary practices related to the particular objective. A school-experiences audiocassette was prepared for each objective. Typically, each audiocassette has two segments of about 10 minutes on each side. A teacher and another representative from a school explain their arrangements and practices related to the particular objective.

Implementation of the six-step improvement process and the alternative leadership strategies are explained in an Educational Improvement Leader's Manual. In this manual, there is a chapter for each of the comprehensive objectives. Suggestions are made regarding how the principal and the improvement committee might proceed in their local school situation.

A Learning Guide for the Wisconsin Program for the Renewal and Improvement of Secondary Education: School Staff Members is intended for use by local school staff members when studying individually, in pairs, or in small groups. The questions and activities in each chapter are related to the correlated filmstrip, school-experiences audiocassette, and textbook chapter. Use of this learning guide enables local staff members to gain information with a minimum amount of external leadership.

A College Instructor's Guide for the Wisconsin Program for the Renewal and Improvement of Secondary Education is intended for use by professors who offer a credit or noncredit course dealing with some aspect of secondary education. It, too, is organized into chapters corresponding to the textbook chapters. Each chapter has objective-type questions that may be used in preparing pretests or posttests.

A Learning Guide for the Wisconsin Program for the Renewal and Improvement of Secondary Education: College Students is designed for use by college students when studying individually, in pairs, or in small groups, usually outside the regularly scheduled class period.

Time Schedule of Major Activities

The major activities of the project each school year starting in 1976-77 are listed in Figure 1.1. Five major activities were carried out. One was to formulate a conceptual design for the improvement and renewal of secondary education. The others were conducting the improvement-oriented longitudinal research with two middle schools, one junior high school, and two high schools; developing the WRISE materials; evaluating the materials formatively and summatively; and planning a strategy of dissemination and knowledge utilization.

It should be noted that the materials could not be used by the local schools participating in the longitudinal research until 1978-79. Similarly, the results of the longitudinal research could not be incorporated in the first filmstrips that were produced. However, the final results of the research will be incorporated in the textbook. In the next part of this chapter the formative evaluation of the WRISE improvement strategy is summarized. A brief discussion of the cooperative research activities indicates how the WRISE improvement strategy was employed in each of the five local schools and how its implementation was related to student outcomes.

Results of Formative Evaluation, 1977-80

Klausmeier and Daresh (1980) prepared a summary of the formative evaluation and reported it in a project paper of the Wisconsin Center for Education Research. The main results are now indicated.

The first draft of the comprehensive and enabling objectives was reviewed by the project team during the winter of 1976-77. In March 1977, participants in the First Annual Conference on the Renewal and Improvement of Secondary Education rated the objectives in terms of desirable directions for educational improvement. Participants included administrators from middle schools and junior and senior high schools, university professors, and representatives from state education agencies. The mean rating of the respondents to all items was 5.29 on a six-point scale with 6 being highly desirable, 5 desirable, and 4 somewhat desirable. T. W. Klausmeier (1978) conducted a study in 1977-78 involving middle school teachers, administrators, and counselors. The mean ratings of these three groups regarding the objectives as indicators of desirable directions for secondary education ranged from 4.54 to 5.47. Maier's (1978) parallel study of senior high school staffs resulted in mean ratings of 4.60 to 5.02.

Initial development of the content outline of the textbook, The Renewal and Improvement of Secondary Education: Concepts and Practices, began in late 1977. Practitioners from each school from which practices were drawn were consulted throughout the writing of initial chapter drafts (January 1978-February 1979) to ensure the authenticity of

1976-77	Formulate a conceptual design for the improvement and renewal of secondary education. Complete plans for cooperative longitudinal improvement-oriented research with 2 middle schools, 1 junior high school, 2 high schools. Outline the minimal materials needed to explain the design and its implementation. Develop a plan for the formative and summative evaluation of the design, processes, and materials. Develop a tentative plan for dissemination and knowledge-utilization.			
	Carry out improvement-oriented research.	Develop materials.	Evaluate materials formatively and summatively.	Plan a strategy of dissemination and knowledge utilization.
1977-78	Plan research and related improvement strategies with 5 schools. Schools collect baseline data on 4200 students: educational achievement, attitudes, attendance, tardiness, etc.	Start script writing for first FILMSTRIP. Prepare TEXTBOOK outline.		
1978-79	Schools analyze 1977-78 data; plan and implement minor improvement activities 2nd semester; collect 2nd year data.	Start FILMSTRIP production. Complete 1st AUDIOCASSETTE. Complete 5 TEXTBOOK chapters. Start writing GUIDES and MANUAL.	Pilot test completed materials in local schools and universities.	
1979-80	Schools analyze 1978-79 data; plan and carry out improvement activities; collect 3rd year data.	Complete last (10th) FILMSTRIP, last 9 AUDIOCASSETTES, and fieldtest edition of TEXTBOOK, GUIDES, and MANUAL.	Continue formative evaluation of materials.	Initiate planning of dissemination and knowledge utilization. Prepare outline for education improvement leader's workshop.
1980-81	Schools analyze 1979-80 data; plan and carry out improvement activities; collect final data 5/81.		Conduct summative evaluation in local school and university settings, last data collected 8/81.	Conduct two improvement leader's workshops. Use Wisconsin as "model" improvement state.
1981-82	Project analyzes all data collected by schools on 4200 students and submitted to project; prepares final report relating student outcomes to improvement activities and other events occurring in the school.	Make final revisions of materials; have material produced in final version.	Analyze data; prepare final report.	Conduct 2 workshops and 1 follow-up seminar for persons who attended workshops.

Figure 1.1. Time schedule for major activities.

examples. Five chapters of the book were completed and pilot tested for quality, usability, and content. Based on the pilot tests, the original five chapters were revised substantially and the sequence of chapters was changed in the next draft. A 10-chapter version of the book was distributed to a sample of participants at the Fourth Annual Conference on the Renewal and Improvement of Secondary Education (April 1980). These persons evaluated the chapters in terms of their quality and effectiveness. Following this, minor modifications were made for the edition that was evaluated summatively in 1980-81.

The filmstrips were evaluated formatively for authenticity, quality, usability, effectiveness, and freedom from racial, ethnic, and sex bias. Formative evaluation of successive film scripts was carried out from November 1977 through October 1979. There were one to three reviews of each script by project staff, practitioners from schools where filming was done, and experts in the substantive content area of the filmstrip (e.g., staff of the Wisconsin Career Information System reviewed the script for "Work and Other Career Education Activities").

To ensure overall quality by the film producer, the project staff conducted one to four reviews of each filmstrip at each phase of production (rough cut, fine cut, answer print, and release print). The filmstrips were also reviewed by practitioners from schools where the filming was done to ensure authenticity; by female and minority human relations experts to eliminate any unintended racial, ethnic, or sex bias; and by professors and other experts for the substantive content of each filmstrip.

The first three filmstrips were completed in late 1978 and were pilot tested during 1979 in local schools and universities. Participants in the pilot test completed an evaluation form that included suggestions for revision. The technical quality of the filmstrips was rated excellent, but they were judged to be too long (about 25-27 minutes). These filmstrips were revised in 1979 and reduced in length to about 20 minutes. The filmstrips produced thereafter are about 20 minutes long.

Production of the school-experiences audiocassettes was begun in March 1979. Reviews by project staff and practitioners were conducted throughout their development. As in the case of the filmstrips, the first three audiocassettes were pilot tested in local schools and universities. The ratings of the sound quality and content of the audiocassettes were good to excellent and suggestions were made for revisions in format and the length. Based on the recommendations of pilot test participants, the first three cassettes were narrated again and made shorter. The remaining audiocassettes were patterned after the revised ones.

Work was begun on the Educational Improvement Leader's Manual in January of 1979. Project staff worked with external consultants in the

development of initial chapter outlines for the Manual (January 1979-April 1979). Drafts of a content outline were reviewed by participants at the Third Annual Conference on the Renewal and Improvement of Secondary Education (May 1979). Based on the review, revisions were made and drafts of chapters were prepared and sent to practitioners for comment and review (January 1980-April 1980). Additional assistance in the preparation of the Manual was received from experts in the fields of dissemination and adult education at the Northwest Regional Educational Laboratory (May 1980). With continuing input from practitioners, the field test edition of the Manual was completed in July 1980.

The two Learning Guides are books that can be used by staff and university students as individuals, in pairs, or in small groups with a maximum amount of independence and minimal direction from external sources. Writing of the guides began in the fall of 1979. An iterative review cycle involving local school practitioners, college professors, and project staff began in November 1979 and continued through July 1980 when the field test editions were completed.

Writing of the College Instructor's Guide began in May 1980. The chapters were submitted to both internal and external reviewers to ensure the quality of the substantive content as well as the content validity of the questions included in the Guide. Experts in test construction were also consulted (April 1980-July 1980). The final edition of the College Instructor's Guide was completed by September 1980.

The formative evaluation of the six-step improvement process and the related leadership strategies was conducted as part of the cooperative improvement-oriented research conducted with the five local schools. By 1979-80 each of these schools was implementing nearly all of the practices implied by the 10 comprehensive objectives and the enabling objectives. Moreover, data on student outcomes were gathered by the school staff annually and analyzed by the staff and the project researcher each year. Accordingly, the outcomes were relatable to the improvement process and also to the particular comprehensive objectives that had been adapted and were being implemented. The key elements of the improvement process and strategies that were adapted to varying degrees and implemented by the five schools follow:

- An educational improvement committee consisting of the principal, representative teachers, and a counselor took initiative for planning, monitoring, and evaluating the improvement activities each year and for involving the staff who participated in the particular improvement activities. District and school board support for the improvement process and activities was secured in the first year of the cooperative research.

- The total faculty and student body of each school were organized into small groups, and a teacher advisor planned an educational program with from 15 to 25 individual students each semester. The same advisor then monitored each student's progress. (In the one middle school and the junior high school, the advising was informal rather than formalized as it was in the two high schools.)

- An individual educational program of course work and other activities was arranged for each student that took into account the student's developmental needs and characteristics as well as district, state, and federal requirements. An individual instructional program was arranged for the student in each academic course that was part of the student's total educational program. The amount of teacher-directed and student-initiated individual, small-group, and whole-class activity was varied to take into account each student's educational needs, the teacher's preferences, and the nature of the subject matter.

- Elements of the school's curriculum and the instructional arrangements were modified annually in each school on the basis of the results of the school's evaluation of its improvement activities.

  Locally constructed and/or standardized measurement tools were used by each school to evaluate each student's educational program and elements of the school's educational program that had been selected for improvement. The results of the evaluation of each student's educational program were used primarily by teachers and students to set goals with each student to achieve for a semester or shorter period of time. The goals pertained to one or more curricular areas; overt behavioral areas, such as attendance; and affective areas, such as attitudes toward learning. The results of the evaluation of an element of the school's program was used by groups of teachers to set goals annually for composite groups of students, such as those of a particular grade in school or those taught by a teaching team. The results of all the evaluation activities were used annually by the educational improvement committee and the entire school staff (a) to evaluate the effectiveness of the school's educative processes, (b) to improve the curriculum, instruction, and other elements of the school's total program, and (c) to make long-range plans for improving the school's curriculum, instructional practices, evaluation procedures, advising, and organizational and administrative arrangements.

- Communication and cooperative educational efforts between the school and the community were being carried out. Parent associations were formed, and some parents participated in conferences to plan the educational programs of their children and to make decisions regarding the career choice of their child.

Three conclusions were drawn from results of the formative evaluation. First, the WRISE comprehensive and enabling objectives provide desirable directions for guiding educational improvement activities in local schools. Second, the improvement process and related strategies achieve favorable results in terms of student achievement in the basic skills and in attitudes toward school and learning. Third, the materials are of high quality technically, present local school practices authentically, and promote learning of the concepts and practices that are presented.

General Conditions for Conducting the Summative Evaluation

The summative evaluation conducted in 1980-81 was an extension of the formative evaluation. It was carried out in 10 schools and nine universities. Four of the schools were participating in the cooperative research, and representatives of the six other schools had attended either a workshop for educational leaders conducted in the summer of 1980 or an earlier one. Professors who had attended an improvement leader's workshop participated in the university summative evaluation.

A minimum amount of direction and support was provided to the participating local schools and universities for two reasons. First, it was felt desirable to conduct the summative evaluation under the same kind of conditions as those under which the processes and materials would be used after the summative evaluation was completed. Second, budget limitations prevented extensive on-site personal contacts with the participating schools. Instead, two meetings were held with the representatives of the local schools and the universities, one in the summer preceding the opening of the 1980-81 school year and another during the year. All other direction and assistance provided by the project was by mail or telephone. More specific information regarding the conduct of the evaluation is provided in Chapters 2 and 3.

Chapter II
Summative Evaluation of WRISE in Local School Settings

There is a general expectation that the staff of a local school is able to improve the quality of education of the students who attend the particular school. However, relatively little material that explains improvement concepts, processes, and practices is available to local school staffs. Moreover, relatively few schools have made a serious attempt to carry out school improvement activities systematically. Not having made this attempt, the local schools also have not worked out the arrangements whereby their staffs can participate in planning and carrying out improvement activities as part of their regular responsibilities during the school day. WRISE was developed to assist local school staffs in overcoming these difficulties and to enable them to start and maintain systematic improvement efforts.

Purposes of the Evaluation

The main aim of the summative evaluation in local school settings was to ascertain the usability and effectiveness of the WRISE improvement concepts, processes, and materials. The more specific objectives were to ascertain

- the usability and effectiveness of the WRISE improvement plan and improvement process that the local school improvement leaders used;
- the quality, usability, and effectiveness of the sets of correlated materials that the local school staff members used in their improvement activities; and
- the extent to which the WRISE comprehensive and enabling objectives are regarded by local school staff as indicating desirable directions for the improvement of secondary education.

Selection of the Participating Schools

Two middle schools, one junior high school, six senior high schools, and one county school system that included three senior high schools and two middle schools participated in the summative evaluation. These schools were part of a network of secondary schools associated with the Wisconsin Center for Education Research. They were selected from the larger network population on the basis of the local school leader's expressed interest in the program, participation in a workshop for improvement leaders, and carrying out the provisions of an agreement entered into with the Wisconsin Center for Education Research. The main provisions of the agreement that was signed by each participating local school follow.

The WRISE Project will

- provide to each school district the complete school set of WRISE materials;
- authorize the leader to use the WRISE improvement processes and materials;
- provide consultation in the use of the materials via telephone and/or letter;
- permit reproduction of any book or book chapter or purchase at cost. We can provide a district two copies of the text and learning guide at no cost; and
- summarize the national field test results and make them available to each participant by mail. (No school will be identified by name.)

Each local school field test leader will

- use the WRISE processes and materials related to one or more WRISE components for the purpose of gaining information, planning, or carrying out an improvement effort related to one or more WRISE components;
- complete required forms and mail them to the Project no later than June 15, 1981; and
- provide additional descriptive information which may be needed by the Project Staff in interpreting the results and preparing the report of the field test.

Data Gathering Instruments and Procedures

The report forms and data gathering instruments used in the local school summative evaluation were prepared by the author with input and review from members of the project staff and the participating local school improvement leaders. The agreement, report forms, and instruments are included in Appendix C. A brief description of each instrument and its use follows:

Local School Component Questionnaire. A questionnaire was developed for each of 10 individual sets of correlated materials. It was designed for completion by the persons who were primarily responsible for planning the school's improvement activities. The objective was to secure the staff members' perceptions of the quality, usability, and effectiveness of the material.

Staff Questionnaire: Instructional Materials of the Wisconsin Program for the Renewal and Improvement of Secondary Education. This questionnaire was designed as an alternative to the preceding individual component questionnaires. The items dealt with all the sets of correlated materials, rather than each individual set.

Desirability of the Comprehensive Objectives of the Wisconsin Program for the Renewal and Improvement of Secondary Education. This questionnaire was constructed to determine the extent to which local school staff members felt that the WRISE comprehensive objectives indicated desirable directions for improving secondary education.

Local School Leader's Report of the Field Test of the Wisconsin Program for the Renewal and Improvement of Secondary Education. Part I and Part II. In the first part of this report the leader indicated how the WRISE materials and processes had been used. In the second part the same leader evaluated the usability and effectiveness of WRISE improvement processes and strategies.

Participating Schools and the Scope of Their Activities

Two middle schools, one junior high school, and six senior high schools of different school districts and two middle schools and three high schools of the same school district participated in the study. The schools are located in Iowa, Maryland, Michigan, New Jersey, Oregon, and Wisconsin. The name of the school is not given in accordance with the provisions of the written agreement; however, the names are available from the author of this report.

Middle School A

Middle School A is an inner city school in a large city. It has a very small enrollment in Grade 6 and about an equal enrollment in Grade 7 and Grade 8. The enrollment varies from 850 to 900 students each year. Some of the practices included in the WRISE materials were drawn from Middle School A which had participated in the formative evaluation of the materials during 1979-80.

About 40% of the staff used part or all of the materials related to Chapter 1, about 50% used teacher advising, and about 16% used each other set except the one for experiential learning and career education.

A six-hour workshop was conducted on three evenings after school for about 40% of the total faculty. The WRISE materials were used during this time, mainly for the faculty to gain information about the program. In addition, each team of four academic teachers used at least one set of the correlated materials for a week during their common planning period. These activities were led by the curriculum coordinator, assisted by the school's improvement committee which consisted of the principal, the curriculum coordinator, a counselor, 11 teachers, and one student. The teachers were paid for attending the six-hour workshop after school hours but not for their participation during their common planning priod. The teachers applied information they gained individually and as teams to their daily activities.

Middle School B

Middle School B is the only middle school in the school district located in a community about 10 miles north of a large city. It enrolls about 750 students in Grades 6, 7, and 8. Some of the practices included in the WRISE materials were drawn from Middle School B which had participated in the formative evaluation of the materials during 1979-80.

From 5% to 10% of the teachers of the school used the materials on educational programming and teacher advising. About 50% used the materials dealing with evaluation of student learning and educational programs. A faculty advisory committee assumed responsibility for the improvement activities. These activities were carried out during the school day. The primary purpose of the activities was for new teachers, new advisors, and parents to gain information. The continuing teachers had already used most of the materials while they were under development.

Junior High School C

Junior High School C enrolls about 1000 students in Grades 7, 8, and 9. Ten percent of the teachers used part or all of the material on teacher advising. Twenty-two percent used part or all of the material dealing with curricular arrangements, administrative arrangements for shared decision making, and organization for instruction. The material was typically used by an academic team of teachers during their common planning time.

The activities were coordinated through a cluster planning committee consisting of three administrators, two counselors, and the leaders of the six teams or clusters. Some of the leaders had attended the improvement leader's workshop held in Madison. The primary purpose of the improvement activities was to gain information that the clusters would use in their ongoing activities.

High School D

High School D, a nonpublic school, enrolls about 860 students in Grades 7 through 12. From 40 to 100% of the faculty used part or all of the material dealing with individual educational programming, administrative arrangements, and evaluation of student learning and educational programs. The improvement activities were coordinated through a program improvement committee consisting of three administrators and three teachers. The improvement activities were carried out primarily during the school day.

High School D started a five-year planning activity in 1979-80. This activity was a major effort involving much of the staff. Accordingly, the WRISE materials were used only to a limited extent to supplement the major planning activity.

High School E

High School E, a nonpublic school, enrolls about 1400 students annually in Grades 9 to 12. From 15 to 24% of the staff used part or all of the materials on educational programming, evaluation, shared decision making, and organization for instruction in knowledge gaining and planning activities. The activities were coordinated by a committee consisting of five administrators, two counselors, and eight teachers. Some of these persons had attended an improvement leader's workshop in Madison.

The activities were carried out primarily during the regular school day by small groups. The primary purpose of the activities was to develop a schoolwide plan for (a) making shared decision making more effective and (b) evaluating student learning and instructional

programs with the intent of using the results of the evaluation to make individual educational programming more effective.

High School F

High School F enrolls approximately 1250 students in Grades 9-12. In 1980-81 High School F was carrying out most of the WRISE recommended practices with about one-third of the faculty and students of Grades 9 and 10.

From 13 to 44% of the faculty used part or all of the material dealing with curricular arrangements, administrative arrangements for shared decision making, organization for instruction and advising, and teacher advising. The activities were coordinated by an improvement committee consisting of the school's three administrators, two counselors, and 15 teachers.

The activities were carried out during the regular school day, usually between 2:40 and 3:25 p.m., except that there were other occasional special meetings of large groups. The major focus of the improvement activities was for all members of the improvement committee to become familiar with WRISE and to develop a plan for extending teacher advising from Grades 9 and 10 to Grades 11 and 12.

High School G

High School G is the only high school in the district and enrolls approximately 750 students in Grades 10-12. Some of the practices included in the WRISE materials were drawn from this school which had participated in the formative evaluation of the materials during 1979-80.

Approximately 15% of the entire staff used part or all of 9 sets of material. The entire staff used the materials dealing with teacher advisor programs.

The improvement activities were coordinated by the school's cabinet, a committee consisting of three administrators, one counselor, eight teachers, and two students. This committee meets regularly on a biweekly basis and at other times as need arises.

The improvement activities involving the entire staff were carried out as part of their regular two days of inservice. The academic teams used some of the other materials during their common planning period at various times during the school year.

High School H

High School H enrolls approximately 1425 students in Grades 10-12. Ten percent of the faculty of High School H used one or more items of each of the 10 sets of the correlated material. All of the filmstrips were used by some of the staff. The materials were used mainly to gain information to identify possible areas of improvement for 1981-82. The information-gaining activities were coordinated through an improvement committee consisting of three administrators, one counselor, and seven teachers. The area identified for planning was the teacher advisor program.

During 1980-81 the improvement committee met during school hours. They, more than other faculty, were involved in the information-gaining activities. It was anticipated that other time arrangements would need to be identified for carrying out the planning activities in 1981-82. An unresolved problem at the end of the 1980-81 school year was the language of the master contract regarding teacher time and teacher advising.

High School I

High School I enrolls approximately 2000 students in Grades 10, 11, and 12. Ten percent of the faculty used one or more items of the correlated sets of material dealing with individual educational programming, organization for instruction and advising, and teacher advising. In addition, a Kindergarten-Grade 12 district steering committee of eight persons used some of the material for information-gaining purposes, as did an alternative education committee and a student government committee. A curriculum writing team that was involved in reviewing the high school curriculum for Grade 10 used the materials related to educational programming and curricular arrangements in the summer of 1980.

The information-gaining and planning activities in the senior high school were coordinated through the department chairperson's organization. This group consisted of two administrators, one counselor, and 13 teachers. The information-gaining and planning activities involving district personnel as well as high school personnel were coordinated through a Kindergarten-Grade 12 steering committee for instruction and evaluation. This committee consisted of five administrators, one counselor, seven teachers, and two school board members.

A plan was developed related to teacher advising during 1980-81, with further planning scheduled for the summer of 1981. An important unresolved problem related to the plan was the master contract language involving teacher time and teacher advising.

Public School District J

In 1980-81 the director of secondary schools of Public School District J met with the principal and one or two other administrators from each of three high schools and two middle schools, a total of nine persons. One purpose of the meetings was to familiarize the administrators with the WRISE processes and materials. Another was for each principal to assess the applicability of the concepts to his or her particular school. A final aim was to provide the administrators of each school with sufficient expertise to develop an improvement plan for their school and to provide support at the district level for the local school improvement activities.

Six meetings were held during the year. During each meeting a textbook chapter was reviewed and a filmstrip was shown and discussed. The materials were on individual educational programming, student decision making, evaluation of student learning and educational programs, administrative arrangements for shared decision making, and teacher advising. The director and the principals discussed procedures and practices in each school that would facilitate planning and initiating an improvement effort. The largest and most successful undertaking of this group was cosponsoring a three-county, one-day workshop on teacher advising. This was held April 1, 1981, and about 135 participants from 40 middle schools and high schools participated.

Planning for 1981-82 was directed toward establishing improvement committees in the five schools that participated in the information-gaining and planning activities of 1980-81 and also expanding the effort to other schools of the district.

Local School Leaders' Evaluation of WRISE Improvement Processes

Eight of the nine leaders responded to a 32-item evaluation form designed to get their reactions regarding the importance, usability, and effectiveness of the WRISE processes and strategies.[1] These processes and strategies are explained in the Educational Improvement Leader's Manual. Each item was to be checked very high, high, average, low, or very low. A very high was assigned a value of 5, high 4, average 3, low 2, and very low 1. The ratings are given in Table 2.1. In the following discussion each of the five main parts of the evaluation is considered separately.

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1. It appeared that the ninth principal was unaware that he had not completed Part II of the final report, namely, this questionnaire.

Table 2.1

Local School Leaders' Evaluation of WRISE Improvement Processes

ITEM	SCHOOL									
	A	B	C	D	E	F	G	I	J	$\bar{X}$
Importance of the improvement leader having the following knowledge, training, and experience:										
1. The leader has had experience as a middle, junior high, or senior high school teacher, counselor, or administrator.	5	5	5	5	5	4	4	5	5	4.78
2. The leader has had experience in leading a local effort (such as a Title I or Title IV-C Project) and is strongly committed to leading an improvement effort.	5	5	3	2	2	5	5	5	4	4.00
3. The leader has participated in a workshop designed specifically for leaders of this educational improvement program.	5	5	5	5	3	3	5	5	4	4.44
4. The leader has studied the textbook, the 10 filmstrips, and the 9 audiocassettes of the Wisconsin Program and can explain the concepts and practices included in them.	5	5	5	4	4	3	5	5	5	4.56
5. The leader has studied the Learning Guide for the Wisconsin Program for the Renewal and Improvement of Secondary Education: School Staff Members and can use it in leading the school's educational improvement effort.	4	5	5	4	4	4	4	5	4	4.33
6. The leader has determined his or her level of expertise related to each objective of the Design for the Renewal and Improvement of Secondary Education and has identified any objectives for which he or she will require expert assistance from within or outside the school to lead an improvement activity.	5	4	5	3	5	5	4	5	4	4.44
Usability of the following general plan for leading your school's educational improvement activities in terms of the time and effort required for using it.										
7. Establish a need for educational improvement.	5	5	5	5	5	5	5	5	4	4.89
8. Emphasize the importance of continuing educational improvement.	5	4	5	4	3	4	5	5	5	4.44
9. Clarify staff roles and responsibilities related to the improvement activities.	5	5	4	4	4	4	5	5	5	4.56
10. Arrange incentives to promote the continuing involvement of the staff in improvement activities.	5	5	5	4	3	4	4	5	3	4.22
11. Provide organizational and administrative mechanisms to involve the staff in planning, monitoring, and evaluating the improvement activities.	5	4	5	4	5	5	5	5	5	4.78
12. Assure that time, space, and other physical arrangements are provided for the staff to plan and evaluate their improvement activities.	5	4	5	4	4	4	4	5	4	4.33
13. Identify district and state support for the improvement activities.	4	4	1	3	3	3	4	5	4	3.44

(Continued)

Table 2.1--Continued

ITEM	SCHOOL A	B	C	D	E	F	G	I	J	$\bar{X}$
Effectiveness of the general plan in terms of aiding the staff start an improvement effort.										
14. Establish a need for educational improvement.	4	5	5	5	5	5	4	5	5	4.78
15. Emphasize the importance of continuing educational improvement.	3	5	5	4	4	3	4	5	5	4.22
16. Clarify staff roles and responsibilities related to the improvement activities.	3	5	4	4	5	5	4	5	4	4.33
17. Arrange incentives to promote the continuing involvement of the staff in improvement activities.	3	5	5	4	3	4	4	5	4	4.11
18. Provide organizational and administrative mechanisms to involve the staff in planning, monitoring, and evaluating the improvement activities.	3	5	5	4	4	4	5	5	4	4.33
19. Assure that time, space, and other physical arrangements are provided for the staff to plan and evaluate their improvement activities.	3	4	5	4	3	4	4	5	4	4.00
20. Identify district and state support for the improvement activities.	3	4	4	3	2	3	4	5	5	3.67
Usability of the six-step improvement process in terms of the time and effort required for using it.										
21. Assess your school's situation.	4	5	5	5	3	4	5	5	5	4.56
22. Develop your school's improvement plan.	4	5	5	4	4	4	5	5	4	4.44
23. Carry out the staff's information-gaining activities.	4	4	4	4	3	5	4	5	4	4.11
24. Carry out the staff's preparatory activities.	4	5	5	4	5	4	4	5	4	4.44
25. Carry out the implementation activities.	4	5	5	4	4	4	5	5	4	4.44
26. Carry out the evaluation activities.	4	4	4	4	5	4	4	5	4	4.22
27. The preceding 6 steps as a total process.	4	5	4	4	4	4	5	5	5	4.44
Effectiveness of the six-step improvement process in terms of aiding your staff achieve its educational improvement goals.										
28. Assess your school's situation.	3	5	5	4	2	4	5	5	4	4.11
29. Develop your school's improvement plan.	3	5	5	3	4	5	5	5	4	4.33
30. Carry out the staff's information-gaining activities.	3	4	5	3	3	4	4	5	4	3.89
31. Carry out the staff's preparatory activities.	4	4	5	3	4	4	4	5	4	4.11
32. Carry out the start-up activities.	4	5	5	3	5	4	5	5	4	4.44
33. Carry out the evaluation activities.	4	4	4	3	5	5	4	5	4	4.22
34. The preceding 6 steps as a total process.	3	5	5	3	4	4	5	5	5	4.33

The kinds of knowledge, training, and experience recommended for the improvement leader were generally regarded as of high or very high importance by these local school leaders. Having had experience in leading a local effort such as a Title I or Title IV-C project received the lowest mean rating (4.00). This item was rated low by the leaders of the two nonpublic schools. These and the other low ratings of these two leaders were for items that are not particularly relevant to private schools.

The usability of the general plan for leading the school's effort was rated high or very high by most of the leaders, with the exception of identifying district and state support for the improvement activities. The leader in School C may have misinterpreted the item, and the leaders of the private schools did not rate this item high. Moreover, this particular item is not given a large amount of attention in the Improvement Leader's Manual.

The items on the effectiveness of the general plan in terms of aiding the staff start an improvement effort were usually rated high or very high, except for the item dealing with the identification of district and state support. Here one low and three average ratings were given.

The mean ratings of the items dealing with the usability of the six-step improvement process in terms of the time and effort required for using it were uniformly rated high or very high. Of the 63 responses to these seven items dealing with usability of the six-step improvement process, only two were average.

The mean ratings of the items on the effectiveness of the six-step improvement process in terms of aiding the staff achieve its educational improvement goals were above 4.00, but in some cases lower than the usability items. Six of the nine leaders rated the effectiveness as high or very high.

Local School Staffs' Evaluation of the Usability and Other Properties of the WRISE Materials

From 1 to 18 staff members of the schools responded to the questionnaire regarding the quality, usability, and effectiveness of the WRISE materials. Most of the respondents except at School A were members of the local school committee that worked with the principal in coordinating the improvement activities of the school. Three other points should be made regarding the respondents. First, only the improvement leader of School D responded. It will be recalled that this school was involved in a five-year planning effort that was started in 1979-80, and the WRISE materials were used to a limited extent. Second,

the principal of School F left the school and did not request any staff members to complete the questionnaire, although he completed the Leader's Report. In the other schools, except A, the questionnaire was administered late in the school year. The improvement leaders were advised by the project not to call upon persons to complete the questionnaire if it appeared to be burdensome to them. The items of the staff questionnaire and the ratings for each item are shown in Table 2.2 and discussed below.

The usability, effectiveness, value, and quality of the textbook chapters were generally evaluated as high to very high. The least favorable and only mean rating below 4.00 was for the length of the textbook chapters.

The school staffs regarded the filmstrips to be high to very high in usability, effectiveness, value, and technical quality. The quality of the filmstrips in terms of gaining and holding attention (3.68) and the length of the filmstrips (3.64) were rated lower than the other attributes of the filmstrips. The mean ratings of the attributes of the audiocassettes ranged from 3.28 (holding attention) and 3.35 (length) to 4.15 (usability) and 4.14 (value or importance of the concepts and practices presented). The usability and other attributes of the learning guide were consistently rated high to very high. The usability, effectiveness, quality, and value of the complete set of materials were similarly perceived as high to very high.

Table 2.2

Local School Staffs' Evaluation of Instructional Materials of the Wisconsin Program for the Renewal and Improvement of Secondary Education

ITEM	SCHOOL								
	A[a]	B	C	D	E	G	H	J[b]	$\bar{X}$[c]
TEXTBOOK CHAPTERS		(N=2)	(N=1)	(N=1)	(N=4)	(N=7)	(N=1)		
Usability in terms of a reasonable amount of preparation required of you prior to using them.	3.38	4.00	4.00	NU	3.75	4.67	4.00	5.00	4.11
Effectiveness for contributing to your understanding of the concepts and practices presented.	3.47	4.00	5.00	NU	4.75	4.86	5.00	5.00	4.58
Value in terms of presenting current and important information.	3.64	5.00	5.00	NU	3.75	4.86	5.00	4.00	4.46
Quality in terms of the number and kind of concepts and practices presented.	3.57	4.00	5.00	NU	4.00	4.29	5.00	5.00	4.41
Effectiveness of the questions at the end of each section in terms of aiding you to analyze and evaluate the concepts and practices presented.	3.36	5.00	4.00	NU	3.75	3.71	4.00	5.00	4.11
Appropriateness in terms of length.	3.15	3.00	3.00	NU	3.50	3.71	3.00	5.00	3.48
Your general reaction to the textbook chapters.	3.33	4.00	5.00	NU	3.75	4.71	5.00	5.00	4.40
FILMSTRIPS		N=2	N=6	N=1	N=4	N=7	N=4		
Usability in terms of a reasonable amount of preparation required of you prior to using them.	3.58	4.00	3.80	5.00	4.25	4.57	4.00	5.00	4.28
Effectiveness for contributing to your understanding of the concepts and practices presented.	3.71	5.00	4.50	4.00	4.50	4.57	3.75	4.00	4.25
Value or importance of the concepts and practices portrayed.	3.76	5.00	4.00	4.00	4.25	4.86	4.50	4.00	4.30
Quality in terms of the visuals, sound, and rate of presenting concepts and practices.	3.82	4.00	3.60	5.00	3.50	4.00	4.33	5.00	4.16
Quality in terms of gaining and holding attention.	3.26	4.00	3.20	4.00	3.25	4.00	2.75	5.00	3.68
Appropriateness in terms of length.	3.11	KR	3.17	4.00	3.50	3.71	3.00	5.00	3.64
Your general reaction to the filmstrips.	3.53	4.00	3.83	5.00	4.00	4.43	3.67	5.00	4.18

(Continued)

Table 2.2—Continued

ITEM	SCHOOL								
	A[a]	B	C	D	E	G	H	J[b]	
AUDIOCASETTES		(N=2)	(N=6)	(N=1)	(N=4)	(N=7)	(N=4)		
Usability in terms of a reasonable amount of preparation required of you prior to using them.	3.54	5.00	3.83	NU	3.50	4.43	3.75	5.00	4.15
Effectiveness for contributing to your understanding of the concepts and practices presented.	3.45	5.00	4.17	NU	3.25	4.00	3.75	3.00	3.80
Value or importance of the concepts and practices presented.	3.78	5.00	4.00	NU	3.75	4.67	4.75	3.00	4.14
Quality in terms of its sound and rate of presentation.	3.62	4.00	4.00	NU	3.25	3.43	4.50	4.00	3.83
Quality in terms of gaining and holding attention.	3.07	4.00	3.33	NU	3.00	3.57	3.00	3.00	3.28
Appropriateness in terms of length of each segment.	3.09	3.00	3.50	NU	3.25	3.86	2.75	4.00	3.35
Your general reaction to the audiocassettes.	3.30	5.00	3.83	NU	2.75	4.00	3.75	3.00	3.66
LEARNING GUIDE CHAPTERS		N=2	N=1	N=1	N=3	N=7	N=1		
Usability in terms of a reasonable amount of preparation required of you prior to using them.	3.53	5.00	5.00	NU	3.67	3.14	5.00	4.00	4.19
Usability in terms of the amount of time required for interaction between the improvement leader and the staff.	3.28	4.00	5.00	NU	4.00	3.43	5.00	4.00	4.10
Clarity of the suggestions and directions.	3.40	5.00	5.00	NU	3.00	3.57	5.00	5.00	4.28
Usability in terms of being able to complete the selected or assigned questions and activities in a reasonable amount of time.	3.31	5.00	4.00	NU	3.00	4.00	4.00	4.00	3.90
Effectiveness in terms of facilitating understanding and application of the concepts and practices.	3.38	5.00	5.00	NU	3.67	3.86	5.00	4.00	4.27
Availability of the filmstrips, audiocassettes, and projection equipment.	4.19	3.00	4.00	NU	4.67	4.71	4.00	4.00	4.08
Your general reaction to the Guide chapters.	3.39	4.00	5.00	NU	4.00	3.86	5.00	4.00	4.18

(Continued)

Table 2.2—Continued

ITEM	SCHOOL								
	A[a]	B	C	D	E	G	H	J[b]	$\bar{X}$[c]
COMPLETE SET OF MATERIALS		N=2	N=6	N=1	N=4	N=7	N=1		
Usability.	3.62	4.00	4.00	NR	4.75	4.43	5.00	4.00	4.26
Effectiveness in aiding you learn the concepts and illustrative practices.	3.59	5.00	4.17	NR	4.25	4.43	5.00	5.00	4.49
Quality, recognizing it is the field-test edition.	3.69	4.00	4.00	NR	3.50	4.14	5.00	5.00	4.19
Value of the concepts and illustrative practices presented.	3.75	5.00	3.50	NR	4.00	4.86	5.00	5.00	4.44
Desirable interrelation of content of the textbook chapters, the filmstrips, and the audiocassettes.	3.72	4.00	3.67	NR	4.00	4.29	5.00	5.00	4.10
Desirable relationship of the Learning Guide Chapters with the other materials.	3.61	5.00	4.00	NR	3.67	3.43	NR	4.00	3.95

Note. NU=Not used
NR=No response

a The number of Middle School A teachers who responded to a set of correlated materials ranged from 2 to 18. The median number was 9. Some teachers responded to two sets.

b This is a consensus rating of the 9-person committee.

c This is an average of the means and gives equal weight to each mean rating and individual rating.

Middle School A's Staff Evaluation of the Desirability of the WRISE Comprehensive Enabling Objectives

Thirty-five different teachers at Middle School A rated the WRISE comprehensive and enabling objectives in terms of whether implementing the objectives would have a highly desirable effect, desirable, somewhat desirable, somewhat undesirable, undesirable, or highly undesirable effect on secondary education. A rating of highly desirable was given a value of 6 and highly undesirable a value of 1. Not all teachers responded to all of the comprehensive and related enabling objectives. Rather, the teams of teachers reacted to the objectives related to the one or two sets of materials they used. The comprehensive and enabling objectives, the number of teachers responding, and the mean ratings for each item are given in Table 2.3.

All the Middle School A staff rated the items dealing with individual educational programming and arranging an appropriate individual instructional program for each student high to very high, with the mean rating of all items being 5.41. The mean rating regarding experiential learning, including work experience, was the lowest of the 12. This result should be expected for a middle school, since most students are not yet 16 years of age.

The mean rating of the objectives dealing with curricular arrangements was 4.86, while that for student decision making was 4.60.

The mean ratings related to evaluating student learning and educational programs (5.20), administrative arrangements (5.30), and the organization for instruction and advising (5.46) were uniformly high to very high. These uniformly high ratings are similar to the mean ratings from the formative evaluation results presented in Chapter 1.

The first item in each set deals with the comprehensive objective and the other items with the enabling objectives. Two points should be made regarding the comprehensive objectives. First, the questionnaire was produced in such a way that it was easy for the respondent to overlook the rating of this first item. For this reason a lower response rate was obtained. Second, and more important, the comprehensive objectives were uniformly rated about 5.00, with the exception of that pertainaing to Component 4, students progressively assuming more initiative for planning, implementing, and evaluating their programs and activities with a lesser amount of adult direction and control.

Table 2.3

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

$\bar{X}$	Objectives
(N=9)	COMPONENT I: EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT
	COMPREHENSIVE OBJECTIVE: (PART I)
5.33	*An individual educational program of course work and other activities is arranged for each student each semester that satisfies the student's developmental needs and characteristics and that also meets district and state requirements.*
	ILLUSTRATIVE ENABLING OBJECTIVES:
	Each student's individual educational program which includes all courses and other activities:
5.44	Is planned each semester or year by the student and the student's advisor.
5.56	Takes into account the student's aptitudes for learning different subject matters, interests, motivation, learning styles, career goals, and other personal and social characteristics.
5.11	Provides for experiential learning, including work experience in the community, for students who will benefit from it.
5.56	Is monitored cooperatively by the student and the student's advisor throughout the semester.
5.67	Is changed as necessary during the semester to assure high quality education for the student.
	COMPREHENSIVE OBJECTIVE: (PART II)
5.75	*An individual instructional program is arranged for the student in each course and other activity that is part of the student's total educational program that takes into account the student's aptitudes, interests, motivation, learning styles, career goals, and other personal and social characteristics.*
	ILLUSTRATIVE ENABLING OBJECTIVES:
	The instructional program of the student:
5.22	Is planned by the student and the teacher of the course at the beginning of the course.
5.33	Includes course and unit objectives that are appropriate for the student in terms of the student's aptitude, entering achievement level, and career goals.
5.33	Provides an appropriate amount of time--in class, during school hours or outside school hours, as necessary--to suit the student's rate of achieving his/her objectives in the course.
5.33	Provides for appropriate individual attention by the teacher to take into account the student's motivation and other personality characteristics.
5.44	Provides for an appropriate amount of teacher-directed individual, pair, small-group, and large-group activity to take into account the student's need for structure and preferences for mode of instruction.
5.33	Provides for an appropriate amount of student-initiated individual, pair, small-group, and large-group activity to take into account the student's need for independence and preferences for mode of instruction.
5.33	Provides for appropriate use of printed materials, audiovisual materials, and direct experiencing to take into account the student's preferred modes of learning--visual, auditory, tactual, or kinesthetic.
5.41	Total

(Continued)

Table 2.3--Continued

$\bar{X}$	Objectives
(N=9)	COMPONENT 2: CURRICULAR ARRANGEMENTS
	COMPREHENSIVE OBJECTIVE:
5.14	A comprehensive and flexible curriculum is developed that meets state and district requirements and that facilitates educational programming for the individual student.
	ILLUSTRATIVE ENABLING OBJECTIVES:
	Comprehensive and flexible curricular and instructional arrangements facilitate individual educational programming in the following areas:
5.33	Communication skills, including composition, literature, and speech.
5.56	Mathematical concepts and skills.
4.78	Scientific and technological concepts and skills, including computer technology.
4.88	Social science concepts and skills.
4.67	The expressive and performing arts, including aesthetics, art, dance, drama, and music.
4.67	Career education, including awareness, exploration, and preparation.
4.89	Health education, including physical and mental.
4.78	Family and home membership.
4.56	Leisure education, including crafts, clubs, and extracurricular activities.
	For each separate course related to the preceding areas, local school curriculum committees, teams of teachers, and/or individual staff members, with appropriate participation by school district personnel:
4.33	Identify or prepare content outlines, organized in the form of taxonomies, other hierarchies, or topical outlines.
5.22	Identify or formulate course and unit objectives.
4.56	Identify or prepare instructional materials, including printed and audiovisual materials, that enable individual students to attain their objectives.
4.89	Formulate instructional strategies, including the use of time, methods, and materials, that enable individual students to attain their objectives.
4.67	Formulate procedures for identifying course and unit objectives that are appropriate for each individual student.
4.78	Prepare learning guides that the students and the teacher use at the beginning of each course to plan each student's instructional program.
4.86	Total
(N=10)	COMPONENT 4: STUDENT DECISION-MAKING ARRANGEMENTS
	COMPREHENSIVE OBJECTIVE:
4.80	Students progressively assume more initiative for planning, implementing, and evaluating their programs and activities with a lesser amount of adult direction and control.
	ILLUSTRATIVE ENABLING OBJECTIVES:
	Students in their classes and/or in meetings with their advisors are taught:
4.90	Decision-making strategies and skills that help them to make educational decisions as individuals.
5.00	Concepts and skills that enable them to participate in shared decision making with other students, the school staff, and parents.

(Continued)

Table 2.3--Continued

$\bar{X}$	Objectives

The individual student exercises increasing initiative for making decisions, accepting the related consequences of the decisions, and evaluating decisions regarding:

4.60 The student's instructional program in each course.

4.80 The student's individual educational program for the semester.

5.00 The student's individual educational program for the school year.

Students as members of groups take increasing initiative for making decisions, accepting the responsibility for the decisions, and for evaluating the decisions regarding:

4.30 The objectives and activities in the course in which the group is enrolled.

4.50 The extra-curricular activity in which the group participates.

4.00 The governance of the group.

Students are encouraged to serve:

5.10 As officers and to participate as members of student-governing groups.

4.50 As student representatives on the school's standing and ad hoc committees, councils, and task forces.

4.60 Total

(N=10) COMPONENT 5: EVALUATING STUDENT LEARNING AND EDUCATIONAL PROGRAMS

COMPREHENSIVE OBJECTIVE:

5.13 *The individual student's progress toward attaining his/her course objectives, the student's instructional program in each course, the student's total educational program, and the school's total educational program are evaluated systematically.*

ILLUSTRATIVE ENABLING OBJECTIVES:

Appropriate measurement and evaluation techniques are used:

5.40 To evaluate each student's progress toward achieving his/her unit and course objectives.

5.40 To evaluate each student's instructional program in each course.

5.00 To evaluate each student's educational program each semester in terms of the student's achievement of his/her goals, and in terms of how well the program has taken into account the student's aptitudes, interests, motivation, learning styles, career goals, and other characteristics.

4.90 To evaluate each student's total educational program for the particular school level.

5.40 To evaluate the school's total educational program.

The results of the evaluation of each student's educational program each semester are used, primarily by teachers and students:

5.10 To set goals for each student to achieve the next semester.

The results of the evaluation of the school's total educational program are used primarily by teachers:

4.80 To set goals annually for composite groups of students, such as those of a particular grade in school or those taught by a teaching team, to achieve in curricular areas, overt behavioral areas, and affective areas.

4.90 To evaluate each group's achievement of the goals.

(Continued)

Table 2.3--Continued

$\bar{X}$	Objectives
	The results of all evaluation activities are used by teachers and other school staff:
5.10	To evaluate the effectiveness of curricular or other programs in terms of criteria they formulate.
5.70	To improve the curriculum, instruction, and other elements of the school's total program.
5.70	To make long-range plans for improving the school's curricular, instructional, advising, organizational, and administrative arrangements.
5.20	Total
(N=6)	COMPONENT 6: ADMINISTRATIVE ARRANGEMENTS
	COMPREHENSIVE OBJECTIVE:
5.80	*The school's administrative arrangements provide for cooperative planning and shared decision making by the persons responsible for implementing the plans and decisions that are made, mainly administrators, counselors, teachers, and students.*
	ILLUSTRATIVE ENABLING OBJECTIVES:
	The school:
4.50	Is organized into administrative units, each of which has no more than 500 students.
5.83	Has one or more committees, composed of representatives of the administrative team, counselors, teachers, students, and parents that make decisions and formulate plans regarding the school's curriculum, instruction, advising, evaluation, organization, and staffing.
	An Educational Improvement Committee, or other committee or council that has representatives of the administrative team, curriculum coordinators, counselors, and teachers:
5.67	Plans the school's educational improvement activities.
	Students, parents, and citizens:
5.17	Participate in meetings of the Educational Improvement Committee when matters of concern to them are on the agenda.
4.83	Serve as regular members of the Educational Improvement Committee.
	One or more district committees, composed of the district administrator, representative principals, curriculum coordinators, counselors, teachers, students, parents, and citizens:
4.83	Coordinate the improvement activities of the district, taking into account district policies and state requirements.
4.83	Seek the participation of subject-matter coordinators, other specialists, and external consultants when matters related to their specialty are on the agenda.
	The secondary school principal provides leadership and, with appropriate involvement of members of the Educational Improvement Committee, or other group, and the school staff:
5.33	Establishes policies and procedures which facilitate the school's educational improvement efforts.
5.17	Supervises and evaluates members of the school staff on a continual basis.
4.83	Coordinates the use of facilities, materials, equipment, supplies, and other resources.
5.67	Provides time, space, and other physical arrangements that are needed for teaching teams, school committees, and other groups to meet and conduct their business during the school day.
5.83	Establishes effective two-way communication among administrators, other staff, teachers, and students; and between the school and parents and citizens of the community.
5.67	Participates as a member of district committees.

(Continued)

Table 2.3--Continued

$\bar{X}$	Objectives
5.83	Transmits information to and from district committees.
5.00	Attempts to have implemented the decisions made by district committees.
5.30	Total

(N=10) *COMPONENT 7: ORGANIZATION FOR INSTRUCTION AND STUDENT ADVISING*

5.86 *The faculty and students are organized into groups so that an effective educational program is arranged for the individual student each semester and advising is personalized.*

ILLUSTRATIVE ENABLING OBJECTIVES:

Groups of students and teams of academic teachers are organized into academic Instruction and Advisory Units, or into similar arrangements, that serve to coordinate instruction and advising. Related to the team's instructional functions and taking into account school and district policies each team cooperatively:

5.80 Plans the procedures that team members use in developing, monitoring, and evaluating each individual student's educational program.

5.70 Identifies the kind of information about each student that the team members use in developing and evaluating each individual student's instructional program in each course.

5.50 Evaluates the instructional strategies for which the team is responsible.

Related to the team's instructional functions, and taking into account district, school, and team guidelines, each team member:

5.20 Outlines the curriculum for the courses taught.

5.20 Develops the outline for preparing the student learning guides that will be used in each course taught.

5.70 Plans the instructional strategies that are employed in each course taught, including time allocations, modes of instruction, and use of materials.

5.70 Participates in all aspects of the team's cooperative planning and evaluation activities.

5.60 Carries out his or her instructional activities in accordance with the team's plans.

Related to advising functions, each team of teachers, taking into account schoolwide policies and with the assistance of a counselor, participates in planning the team's advising activities related to:

5.50 Providing educational advisement.

5.50 Increasing schoolwide communication.

5.60 Improving home-school-community relations.

5.30 Enhancing the personal and social development of students.

Related to advising functions, each team member:

5.10 Serves as an advisor to a group of students.

4.80 Assumes responsibility for planning, monitoring, and evaluating each of his/her advisee's individual educational programs.

A representative of each academic Instruction and Advisory Unit, or other group:

4.50 Chairs the meetings of the teaching team or other group.

5.70 Serves on the school's Educational Improvement Committee and participates in the committee's decision-making process and planning.

5.70 Transmits information, decisions, and plans from the teaching staff to the Educational Improvement Committee.

5.70 Transmits information, decisions, and plans to the teaching staff.

5.46 Total

Conclusions and Discussion

The three main purposes of the summative evaluation conducted in local school settings were given at the beginning of this chapter. Conclusions regarding these purposes follow and are discussed.

- The usability and the effectiveness of the WRISE improvement plan and the six-step improvement process are generally regarded as high to very high by improvement leaders.
- The usability and effectiveness of the WRISE materials are generally regarded as high by local school staff members.
- The WRISE comprehensive and enabling objectives are perceived by teachers as indicating desirable to highly desirable directions for the improvement of secondary education.

This summative evaluation was conducted without providing any on-site consultation or technical support to the participating local schools. The amount of telephone consultation and correspondence by mail was relatively meager. How may this lack of support have been related to the activities of the schools?

In two middle schools and a high school where most of the WRISE concepts and processes were already being practiced, gaining information from the WRISE materials was followed during the year with planning and implementation of improvement activities by individual staff members, by teams or other small groups of teachers, or by both. At the other sites where fewer WRISE concepts and principles were being implemented at the beginning of 1980-81, the materials were used to gain information either as a beginning point for determining one or more areas of improvement or to start to plan one or more areas of improvement. This finding suggests the difficulty that local school staffs experience in moving from maintaining the status quo to starting systematic improvement activities.

A central problem is that conditions in the local secondary schools today are not amenable to planning and starting improvement activities. Although not stated directly in the reports and comments, there appear to be three closely related conditions that retard improving the quality of secondary education more rapidly, not in these schools where a strong beginning was made but in secondary schools more generally. First, planning for and carrying out improvement activities require knowledge and skills that local school staff members appear not to possess. They do not have background education or prior experience in planning on a school-wide basis and in working across department lines. Second, the time that is necessary for gaining information and for planning are not built into the master teacher contract, and funding is not provided for carrying out the improvement activities

outside the school day. Third, school board and school district leadership and technical support to the local school are very limited in terms of the formidable tasks faced by the local school staff. A school board policy requiring the principal to develop an annual improvement plan that has the support of the majority of the teaching staff would probably prove productive. It would be a beginning point for broadening the perceptions of the local school staff regarding improvement, including district officials, building principals, and teachers. Greater support to the local school staff from the school district office would be helpful. It could take the form of facilitating shared planning and decision making by the principal and teachers and of aiding the local school staff arrange the time and other conditions that are essential for planning and implementing improvement activities.

Chapter III
Summative Evaluation of WRISE in University Settings

Administrators, supervisors, counselors, teachers, and other educators are expected to be able to improve the quality of education at the secondary level. However, relatively little material that explains improvement concepts, processes, and practices is available for use in university courses. The WRISE materials were developed to meet this need.

Purposes of the Evaluation

The main aim was to ascertain the kinds of university courses in which part or all of the WRISE material could be used and to determine how well the material aided the professor to achieve course objectives. The more specific objectives were to determine

1. how well the students learned the WRISE concepts and practices;

2. whether conditions such as the length of the course and the amount of material assigned were associated with student gains;

3. the quality and other attributes of each set of correlated material, i.e., textbook chapter, filmstrip, school experiences audiocassette, learning guide chapter, as judged by the students;

4. the quality, usability, effectiveness, and other attributes of the material as evaluated by the professors; and

5. the extent to which the WRISE comprehensive objectives are regarded by university professors as indicating desirable directions for secondary education and as usable by local schools in identifying areas of improvement.

Selection of the Universities

Nine universities participated in the summative evaluation. They were selected on the basis of their expressed interest in the program, their willingness to participate in a workshop, and their willingness to enter into an agreement with the Wisconsin Center for Education Research to carry out the provisions of the agreement. The main provisions of the agreement follow.

The WRISE Project will carry out the following activities:

- Provide to each participant the complete college set of WRISE materials at a total cost of $80.00.
- Authorize the participant to use the materials during the field test year with the added provision that the authorization will be extended after the field test year if the results of the field test are favorable and the participant and the Director of WRISE desire to extend the authorization.
- Provide consultative assistance in the use of the materials via telephone and/or letter.
- Sponsor a workshop for participants to plan the field test of the WRISE design and materials.
- Grant permission to each participant to reproduce copies of any written materials, including books and data gathering instruments, that are used in the field test.
- Provide at least one copy of each data gathering instrument and authorize the participant to duplicate it.
- Score pretests and posttests administered by each participant and indicate the technical characteristics of each test in a field test report.
- Summarize the field test results and make them available to each participant by mail.

Each university field test participant has the following responsibilities:

- Participate in planning the field test at the workshop for participants.
- Provide the WRISE Project essential information concerning the characteristics of the course(s) in which the WRISE materials are used during 1980-81, including a catalog description of the course, number of students enrolled, list of WRISE and other materials used, and a brief description of the instructional strategy employed.
- Prepare and administer one or more pretests and posttests in each course, using some or all of the objective questions in the chapters of the College Instructor's Guide and other questions that the participant will construct.
- Use the answer sheets provided by the project and transmit them to the Center within 24 hours of the day of administration.
- Complete self-report inventories designed to measure the usability, effectiveness, value, and quality of the WRISE design and materials, and transmit them to the project within 24 hours of the last class meeting.
- Provide additional descriptive information which may be needed by the project staff in interpreting the results and preparing the report of the field test.

Data Gathering Instruments

The report forms and data gathering instruments were prepared by the author of the present report and are given in Appendix D. The titles of the instruments to which the professors responded are as follows:

Professor's Questionnaire for Assessing the Desirability and Usability of the WRISE Conceptual Design. This questionnaire was completed by each professor except that two who offered short courses in the summer of 1981 were not asked to complete it.

Professor Questionnaire (Separate Components): A total of 10, one for each set of correlated material--a chapter of the textbook, a filmstrip, an audiocassette (except for Chapter 1), a learning guide chapter, and a chapter of the College Instructor's Guide.

Professor Questionnaire (Regarding WRISE Materials Used). The professor could complete this questionnaire for all sets of materials used or a separate questionnaire for each separate component.

University Professor's Report of Field Test. This form was used by the professor to report the materials used, how the course was conducted, and other information.

The instruments completed by the university students were as follows:

Component Evaluation Form: A total of 10, one for each set of correlated material; or

Student Questionnaire: Instructional Materials of the Wisconsin Program for the Renewal and Improvement of Secondary Education. This questionnaire was designed to secure the responses of the students to all of the materials used in the course rather than to each set of materials. The professor who wished to have students use a minimum amount of time to respond to questionnaires used this form.

Pretest and Posttest: Wisconsin Program for the Renewal and Improvement of Secondary Education: A total of 10 tests, one for each set of correlated material. The pretest was identical to the posttest. The items were drawn from the College Instructor's Guide; however, some items were rewritten to improve readability and comprehensibility.

The number of items per chapter and the reliability estimates of each test are given in Table 3.1.[1]

Table 3.1

Reliability Estimates of Chapter Tests

	Chapters									
	1	2	3	4	5	6	7	8	9	10
Number of Items	10	14	13	13	12	12	12	12	12	12
Reliability Coefficients	.85	.74	.79	.61	.49	.03	.76	.54	.62	.69

1. The University of Toledo is not included in this analysis because the test scores of the students were not available at the time the reliability coefficients were computed.

The reliability coefficients for all chapters except 6 range from .49 to .85. The coefficient for Chapter 6 was .03. This was considered too low to include the results of this chapter test in this report.

Descriptive Information Regarding the University Courses and Procedures

The name of each university, the time during which the materials were used, and information regarding the course are now presented.

Southwest Texas State University (SO), Second Semester, 1980-81

Professor Lowell Bynum used the materials in an education course titled "The Secondary Curriculum," a 3-credit graduate course. It is an elective course. He used all chapters of the textbook, the 10 correlated filmstrips, and the segments of the nine correlated school-experiences audiocassettes that dealt with high school practices. These WRISE materials were used as the primary materials in the course. The students did not use any chapters of the learning guide.

Generally the filmstrip was viewed and discussed in one class meeting. The students were asked to read the text chapter before the next class meeting. The next class meeting began with listening to the high school segment of the audiocassette. Discussion followed.

In his final report, Professor Bynum indicated that the next time he offered the course he would use the WRISE materials as part of the primary material rather than as the sole primary material. He would not use certain chapters that were not closely related to curriculum concepts. Moreover, he would use the audiocassettes on an elective basis rather than requiring all students to listen to them.

University of Cincinnati (UC), Spring Quarter, 1980-81

Professor John Daresh used the WRISE materials in a graduate course titled "Supervision of Instruction." This course carries three quarter-hours of credit and is required in the certification program for educational leaders. Textbook Chapters 1, 4, and 8 and the related filmstrips were used; the correlated audiocassettes and the learning guide chapters were not used. A required textbook in supervision and other materials were used. In his final report, Mr. Daresh indicated that he had difficulty in incorporating the materials into this class because of offering the class for the first time. Mr. Daresh later used the WRISE materials effectively in the same course during a 10-week quarter.

University of Toledo (UT), Second Semester, 1980-81

The professor used the WRISE materials in a course titled "Secondary Teaching and Learning, II." This course carried 4-12 hours credit. It is the second course in a sequence on secondary teaching and learning. Students are assigned to a public school classroom as part of the course requirement. The course is undergraduate and is required in the teacher certification program. The professor used textbook Chapters 2 and 3 and the related learning guide chapters, filmstrips, and audiocassettes.

The filmstrips and audiocassettes were presented to the class in a large group setting. Discussion followed. The students used the textbook and learning guide chapters on an individual voluntary basis. The professor indicated that the materials were generally useful in achieving the objectives of the unit.

University of Wisconsin--LaCrosse (La), First Semester, 1980-81

Professor Donald Davis used the WRISE materials in a course titled "Curriculum of the Secondary School," a 3-credit course. This is a graduate course and is not required in a certification program. Chapters 1, 2, 3, and 4 of the textbook and the correlated filmstrips were used. These materials were used to supplement a basic textbook on secondary education. The school-experiences audiocassettes and the learning guide chapters were not used.

This class met for 2 1/2 hours one night per week. The WRISE materials were the main materials used in four class meetings. The filmstrips were viewed and discussed in class and the chapters were assigned for outside reading. Professor Davis regarded this supplemental use of the WRISE materials as desirable and thought that he might use more of the material in this manner the next time he offered the course.

University of Wisconsin--Platteville (Pl), First semester, 1980-81

Professor Ken Kamps used the WRISE materials in a 2-credit course titled "Secondary Education." This is an undergraduate course and is not required for teacher certification.

The students were assigned Chapters 1, 2, 3, 4, 8, and 10 of the textbook and Chapters 1, 2, and 3 of the learning guide. Four filmstrips were used and one school-experiences audiocassette. These materials were used to supplement a basic textbook and other material.

The course procedure was to show a filmstrip and assign the textbook chapter and specific questions in it. At the next class meeting the assigned readings were discussed.

Professor Kamps indicated that the materials were easy to use but that the students had difficulty applying some of the concepts since they had not yet had student teaching. He felt that the materials would be excellent for graduate students, much better than for undergraduates who had not yet had a student teaching experience.

University of Wisconsin--Stevens Point (St), First Semester, 1980-81

Professor Warren Lensmire used the WRISE material in a 3-credit graduate course titled "Instructional Programming." This course is not required for certification. The students were expected to master the course objectives and to reflect their mastery in the posttest scores.

Chapters 1, 2, 3, 7, 9, and 10 of the textbook were assigned to all students. The correlated filmstrips were used during the class period. Some of the school experiences audiocassettes were used during the class period. Some of the students used some chapters of the learning guide on an individual basis. Some non-WRISE materials were used by the students who were more interested in elementary education than in secondary education.

The class met late in the afternoon, since it enrolled primarily practicing teachers. Professor Lensmire closely correlated the filmstrip with the discussion of the textbook chapter. He regarded this use of the materials for his students as excellent.

University of Wisconsin--Eau Claire (Ea), First and Second Semester, 1980-81

Professor Charles Larson and other professors used the WRISE materials during the first and second semester of the 1980-81 school year on an individual basis with students enrolled in various courses. At some time during the two semesters all the textbook chapters, the learning guide chapters, the filmstrips, and the school-experiences audiocassettes were used by one or more students.

The chapters of the textbook and the learning guide were repackaged so that there was a correlated set of materials for each chapter rather than a complete textbook and a complete learning guide. This enabled individual students to use a set of materials in a variety of ways outside of the regular class period. Professor Larson felt that this procedure worked particularly well, since the students were enrolled in late evening courses for practicing teachers and other school personnel.

The teachers responded to the pretest and posttest as well as to the relevant questionnaires on an individual basis and were not monitored. Accordingly, the results of the tests are not included in this report; however, the other information from the students is.

University of Wisconsin--Eau Claire (Ea), Summer, 1981

Professor Donald Birr used the WRISE materials in a 3-credit, elective, graduate course in the summer of 1981. He used six correlated sets of textbook chapters, chapters of the learning guide, and filmstrips and two school-experiences audiocassettes as the primary materials of the course. The graduate students met for two weeks before secondary school students of Grades 7-12 came to the university for summer school instruction. This combination of a course and subsequent teaching was a clinical experience for the graduate students, designed to enable them to carry out practices in accordance with the recommended procedures of the WRISE program when they returned to their schools.

The WRISE materials were used in the two weeks prior to the secondary school students arriving on campus. They were also used on an individual basis after the students arrived. Time did not permit pretesting or posttesting the graduate students. However, they did respond to the questionnaire. Professor Birr regarded the WRISE materials as helpful and easy to use.

University of Wisconsin--Madison (Ma), Summer, 1981

The professors used five filmstrips in the summer session of 1981 in an elective 3-credit graduate course titled "The School Principalship." This course met for four weeks. A basic text and other materials were used in addition to the WRISE filmstrips.

The instructional procedure began with an introduction to a topic and a short lecture. This was followed with an introduction to the concepts of the filmstrip and then the filmstrip. He divided his class into small groups to discuss and analyze the filmstrip. Each group reported back to the total group, and there was further discussion of the concepts and practices depicted in the filmstrip. Inasmuch as only the filmstrips were used, the pretest and posttest were not administered. The questionnaire dealing with all the materials was administered after the last filmstrip was used. The professor indicated that he was able to use the filmstrips very effectively.

Before proceeding to the results of the pretests→posttests, we should recognize that three universities initially identified to participate in the summative evaluation are not included in this report for the following reasons. In two universities the students were told that their scores on the posttests would not be used in assigning their grades for the course. Some of these students apparently did not make a serious attempt to learn the material, to do well on the posttest, or both. In the third university the enrollment for the course was so low that the course was cancelled.

Students' Pretest → Posttest Results

A summary is given in Table 3.2 of the pretest→posttest results for each of the six universities in which the tests were administered. In three of the nine participating universities the pretests and posttests were not administered. A brief indication is given of the course in which the materials were used and also the sets of correlated materials that were used. The number of students who took the pretests and posttests, the total number of items that the students took, and the mean and standard deviation for the pretest and the posttest based on the total number of items are given.

Students made a statistically significant gain from the pretest to the posttest at Southwest Texas State University, University of Toledo, University of Wisconsin--LaCrosse, University of Wisconsin--Platteville, and University of Wisconsin--Stevens Point. The students at the University of Cincinnati did not gain.

Of the three courses on which the percent correct on the posttest were the lowest, two were undergraduate courses, one of which carried only two credits. The other was the graduate course at the University of Cincirnati, a 10-week course which Professor Daresh was teaching for the first time.

The students achieved considerably higher in the three graduate courses where more of the WRISE materials were used and where the material was either the primary material or a large part of the supplementary material. To what extent the students studied the assigned textbook chapters was not ascertained; however, the test items were based on the textbook content.

Students' Evaluations of the Quality and Other Properties of the WRISE Materials

Professors were given the option of having their students complete one composite evaluation form that dealt with all of the sets of the materials they had used, or a separate form for each set. Five professors used the composite evaluation form for all materials, three used the individual component forms, and another could not work in this student evaluation because of the time constraint in his course.

Table 3.2

Summary of Pretest--Posttest Results

University	Course Description	Correlated Materials Used	No. of Students Who Took Pretests and Posttests	Total No. of Items	Pretest	Posttest	% Correct
Southwest Texas State University	3-credit, Sem. The Secondary Curriculum, Graduate	Textbook Chs. 1-10 Filmstrips 1-10 Audiocassettes 2-9 Learning Guide chs optional	15	110	$\bar{X}$ 56.30 SD 8.63	74.00* 14.67	76
University of Cincinnati	3-credit, Qtr. Supervision of Instruction, Graduate	Textbook Chs. 1, 4, 8 Filmstrips 1, 4, 8	19	35	$\bar{X}$ 18.42 SD 2.71	18.42 4.30	53
University of Toledo	4-12 credit, Sem. Secondary Teaching & Learning, Undergrad.	Textbook Chs. 2, 3 Filmstrips 2, 3 Audiocassettes 2, 3	31	27	$\bar{X}$ 14.81 SD 2.93	16.10* 3.66	60
Univ. of Wisconsin--LaCrosse	3-credit, Sem. Secondary School Curriculum, Grad.	Textbook Chs. 1, 2, 3, 4 Filmstrips 1, 2, 3, 4	8	50	$\bar{X}$ 27.78 SD 3.96	34.78* 5.24	70
Univ. of Wisconsin--Platteville	2-credit, Sem. Secondary Education, Undergrad.	Textbook Chs. 1-4, 8, 10 Filmstrips, 1, 2, 3 Audiocassette 2 Learning Guide Ch. 2	9 (2, 3, 4, 10)	52	$\bar{X}$ 29.11 SD 4.40	32.89* 4.08	63
Univ. of Wisconsin--Stevens Point	3-credit, Sem. Instructional Programming, Graduate	Textbook Chs. 1, 2, 3, 7, 9, 10 Filmstrips 1, 2, 3, 7, 9, 10 Audiocassettes 2, 3, 7, 9, 10 Learning Guide Chs. 1, 2, 3, 7, 9, 10	13	73	$\bar{X}$ 42.00 SD 4.81	70.08* 2.63	96

* $p \leq .05$

A summary follows of the students' responses to the materials using the composite evaluation form (Table 3.3). The items of the questionnaire to which the students responded are indicated. The five universities that used this form are indicated as well as the number of students responding and the mean rating assigned to each item. To compute the mean ratings, a 5 was given to a response of very high, 4 high, 3 average, 2 low, and 1 very low.

For the textbook the mean ratings generally fell between average and high. The graduate students at LaCrosse and the undergraduates at Platteville rated the textbook somewhat higher than did the graduate students at the other two universities. Students rated the textbook chapters relatively high on effectiveness in helping them become aware of a variety of concepts and practices, value in terms of dealing with current and important ideas and practices, and quality in terms of the number and kind of ideas and practices presented. Only the students at Eau Claire rated the last item relatively lower.

The filmstrips were rated somewhat higher than the textbook chapters. The three items rated higher than the others were effectiveness for helping the student become aware of a variety of concepts and practices; value or importance of the concepts and practices portrayed; and quality in terms of the visuals, sound, and rate of presenting ideas. The graduate students in administration at the University of Wisconsin--Madison rated the filmstrips particularly high, except for length.

The school-experiences audiocassettes were rated somewhat lower than the filmstrips. They were also used less often. The mean ratings assigned by the students at Eau Claire to the audiocassettes was consistently higher than the mean ratings by the Southwest Texas students. It will be recalled that the students at the University of Wisconsin--Eau Claire used the cassettes on an individual basis, while the students at Southwest Texas listened to them during class period. Moreover, the students at Eau Claire were involved in a clinical experience and had the opportunity to apply the information they gained in teaching the secondary school students.

The learning guide chapters were rated only by the students at the University of Wisconsin--Eau Claire. The mean rating pertaining to the adequacy of the assistance provided by the instructor was 2.60; the mean rating pertaining to the availability of projection equipment and space was 2.67; and the mean for availability of the needed materials was 4.00. Accordingly, we infer that the professor treated the learning guide chapters as relatively self-instructional while the students did not. Despite this, the usefulness of the activities included in the learning guide chapters were rated relatively high by the students.

Students' responses to the individual component evaluation forms are summarized in Table 3.4. The items on these forms are not the same as those just discussed. Moreover, the number of students indicated

Table 3.3

Summary of Students' Responses to Composite Materials

Questionnaire Item	So (All 10 sets)		La (1, 2, 3, 4)		University Pl (1, 2, 3, 4, 10)		Ea (sum) (1, 2, 3, 4, 9, 10)		Ma (1, 2, 3, 9, 10)		
	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Total $\bar{X}$
TEXTBOOK CHAPTERS										DU	
Effectiveness for helping you become aware of a variety of concepts and practices.	15	3.47	9	4.11	8	4.00	10	3.90			3.87
Value in terms of dealing with current and important ideas and practices.	15	3.80	9	3.78	8	4.00	10	3.90			3.87
Quality in terms of the number and kind of ideas and practices presented.	14	3.64	9	3.67	8	4.13	10	3.10			3.64
Quality of each chapter, including the questions at the end of each section of each chapter, in aiding you to analyze and evaluate the ideas and practices presented.	15	3.13	9	3.67	8	3.13	10	3.90			3.46
Your general reaction to the textbook chapters.	15	3.40	9	3.56	8	3.25	10	3.00			3.30
FILMSTRIPS											
Effectiveness for helping you become aware of a variety of concepts and practices.	15	3.80	9	4.00	8	3.88	11	4.36	15	4.60	4.13
Value or importance of the concepts and practices portrayed.	15	3.60	9	3.78	8	4.25	11	3.91	15	4.20	3.95
Quality in terms of visuals, sound, and rate of presenting ideas.	15	3.87	9	3.67	8	4.38	11	4.45	15	4.70	4.21
Quality in terms of presenting ideas in an interesting manner.	14	3.57	9	3.56	8	3.50	11	3.91	15	4.30	3.77
Appropriateness in terms of length.	14	3.36	9	3.44	8	3.50	11	3.36	15	3.93	3.52
Your general reaction to the filmstrips.	15	3.33	9	3.33	8	3.63	10	3.40	15	4.47	3.63

(Continued)

Table 3.3--Continued

Questionnaire Item	So (All 10 sets)		La (1, 2, 3, 4)		University Pl (1, 2, 3, 4, 10)		Ea (sum) (1, 2, 3, 4, 9, 10)		Ma (1, 2, 3, 9, 10)		
	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Total $\bar{X}$
SCHOOL EXPERIENCES AUDIOCASSETTES			DU		DU				DU		
Effectiveness for helping you understand ideas presented in the filmstrip and/or the text.	15	2.87					8	3.38			3.13
Value or importance of the concepts and practices presented.	15	3.53					8	3.88			3.71
Quality in terms of sound and rate of presenting ideas.	15	3.47					8	4.13			3.80
Quality in terms of presenting ideas in an interesting manner.	15	2.87					8	4.00			3.44
Appropriateness in terms of the length of each segment of the audiocassettes.	14	2.93					8	3.63			3.28
Your general reaction to the school experiences audiocassettes.	15	2.60					4	3.75			3.18
LEARNING GUIDE CHAPTERS	DU		DU		DU				DU		
Usefulness of the synopsis and questions and activities in helping you use and understand the content of the filmstrips.							10	3.30			NA
Usefulness of the synopsis and questions and activities in helping you use and understand the content of the school-experiences audiocassettes.							9	3.67			NA
Usefulness of the synopsis and questions and activities in helping you use and understand the content of the textbook chapters.							10	3.40			NA
Usefulness of the application activities in helping you relate the content to your personal or professional experiences.							10	3.20			NA

(Continued)

Table 3.3--Continued

*Questionnaire Item	So (All 10 sets)		La (1, 2, 3, 4)		University Pl (1, 2, 3, 4, 10)		Ea (sum) (1, 2, 3, 4, 9, 10)		Ma (1, 2, 3, 9, 10)		
	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Total $\bar{X}$
LEARNING GUIDE CHAPTERS, CONT.											
Adequacy of the assistance and guidance provided by your instructor.							5	2.60			NA
Availability of the materials for your individual or small group use.							9	4.00			NA
Availability of projection equipment and space needed for using the filmstrips and audiocassettes.							6	2.67			NA
General reaction to the Learning Guide chapters.							10	3.20			NA

Note. DU = didn't use
NA = not applicable

Table 3.4

Summary of Students' Responses to Separate Component Evaluation Form

Item	UT (2 Sets of Material) (Chs. 2, 3)		University St (5 Sets of Material) (Chs. 1, 2, 3, 7, 9)		Ea (8 Sets of Material) (Not Chs. 1, 7)		
	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Total $\bar{X}$
TEXTBOOK							
General reaction to the textbook chapter.	59	3.63	57	3.74	39	3.54	3.64
Readability of the chapter.	59	3.66	57	3.72	39	4.41	3.93
Comprehensibility of the chapter content.	59	3.61	57	3.70	39	3.92	3.74
Comprehensiveness of the chapter content.	59	3.53	57	3.70	39	4.00	3.74
Adequacy of illustrations and examples used in the chapter.	59	3.49	57	3.37	39	3.85	3.57
Value of questions included in the chapter.	59	3.46	57	3.44	38	3.38	3.43
Relationship to other correlated materials, e.g., the filmstrip.	59	3.56	57	3.56	39	4.26	3.79
FILMSTRIPS							
General reaction to the filmstrip.	58	3.33	56	3.66	39	4.05	3.68
Clearness of audio presentation.	57	3.67	55	4.14	39	4.33	4.05
Clearness of visual presentation.	58	3.81	56	4.07	39	4.51	4.13
The filmstrip proceeded at a rate that encouraged learning.	58	3.24	56	3.48	39	4.11	3.61
The filmstrip portrayed realistic situations and scenes.	58	3.41	56	3.36	39	4.00	3.59
The filmstrip captured and held my attention.	58	3.10	56	3.30	39	4.00	3.47
The filmstrip presented instructive examples, explanations, contrasts, etc.	58	3.43	56	3.48	39	4.00	3.64
The filmstrip treated the subject matter in an interesting manner.	58	3.29	56	3.38	39	3.92	3.53
SCHOOL EXPERIENCES AUDIOCASSETTES	DU						
General reaction to the audiocassette.			39	3.77	31	4.29	4.03
Clearness of the audio presentation.			39	4.13	31	4.48	4.31
The audiocassette proceeded at a rate that encouraged learning.			39	3.67	33	4.21	3.94
The audiocassette captured and held my attention.			39	3.36	33	3.76	3.56
The audiocassette presented instructive examples, explanations, etc.			39	4.02	33	4.06	4.04
The audiocassette treated the subject matter in an interesting manner.			39	3.87	33	3.78	3.83

(Continued)

Table 3.4--Continued

Item	UT (2 Sets of Material) (Chs. 2, 3)		University St (5 Sets of Material) (Chs. 1, 2, 3, 7, 9)		Ea (8 Sets of Material) Not Chs. 1, 7)		
	Student N	$\bar{X}$	Student N	$\bar{X}$	Student N	$\bar{X}$	Total $\bar{X}$
LEARNING GUIDES	DU						
General reaction to the Learning Guide chapter.			53	3.75	34	3.92	3.84
Usefulness of the synopsis and questions and activities in helping you use and understand the content of the filmstrip.			53	3.62	32	3.97	3.80
Usefulness of the synopsis and questions and activities in helping you use and understand the content of the school-experiences audiocassette.			53	3.47	33	4.18	3.83
Usefulness of the synopsis and questions and activities in helping you use and understand the content of the textbook chapter.			53	3.47	36	3.69	3.58
Usefulness of the application activities in helping you relate the content to your personal or professional experiences.			53	3.15	37	3.78	3.47
Adequacy of the assistance and guidance provided by your instructor.			53	3.76	26	3.96	3.86
Availability of the materials for your individual use or for your small group use.			53	3.72	36	3.81	3.77
Availability of projection equipment and space needed for the filmstrip and audiocassette.			51	3.94	36	3.98	3.96

Note. Student N is the combined number of students responding. For example at the University of Toledo, 31 students responded to Chapter 2 and 28 to Chapter 3 for a total N of 59.

DU = didn't use

is the total who responded to each item. For example, 31 students at the University of Toledo responded to Chapter 2 of the textbook, while 28 responded to Chapter 3. The mean ratings take into account the total number of students (59) who responded to each individual chapter and to other individual kinds of correlated material.

The ratings that the students checked were Excellent (5), Good (4), Average (3), Fair (2), and Poor (1). Most of the mean ratings fell between average and good, although some were between good and excellent.

Overall, the graduate students at Eau Claire rated the textbook chapters somewhat higher than did the graduate students at Stevens Point and the undergraduate students at the University of Toledo. The graduate students at Eau Claire also rated the filmstrips higher than the students of either of the other universities, and the graduate students at Stevens Point rated the filmstrips higher than did the undergraduate students at Toledo. The graduate students at Eau Claire rated the learning guide chapters higher than did the graduate students at the University of Wisconsin--Stevens Point.

Two points should be made regarding the higher ratings of the students at Eau Claire in comparison with Stevens Point. First, the students at Eau Claire used all the materials, including the cassettes and learning guides, on an individual basis. This resulted in a lower proportion of the students using all the materials. Second, a much higher proportion of the students at Stevens Point used the learning guide and to a lesser extent the audiocassettes. The same chapters and related materials were not used by students at the three different universities discussed in this section of the chapter.

Professors' Evaluations of the Usability and Other Properties of the WRISE Materials

The nine professors from the cooperating universities completed an evaluation of the usability, effectiveness, and other properties of the sets of WRISE materials that they used. Professors at Southwest Texas University, University of Wisconsin--Madison, and University of Wisconsin--Eau Claire (summer) used the composite form, while the professors at the other universities used the individual component forms. The ratings in Table 3.5 are based on a 5 for very high, 4 high, 3 average, 2 low, and 1 very low.

The first four items pertaining to the textbook chapters, filmstrips, audiocassettes, and the complete set of materials were alike in that they dealt with (1) the usability of the material, (2) its effectiveness in aiding the professor achieve course objectives, (3) the importance of the concepts and ideas presented in the material, and (4) the technical quality of the material. The items pertaining to the

Table 3.5

Summary of Professors' Evaluation of the Usability, Effectiveness, and Other Properties of the WRISE Materials

Item	University Designations and Correlated Sets of Materials Used									
	So[a] Chs. 1-10	DC Chs. 1, 4, 8	UT Chs. 2, 3	La Chs. 1, 2, 3, 4	Pl Chs. 1, 2, 3, 4, 10	St Chs. 1, 2, 3, 7, 9, 10	Ea Ch. 1[b]	Ea (sum)[a] Chs. 1, 2, 3, 4, 6, 9, 10	Ma[a] Chs. 1, 2, 3, 9, 10	Average[c]
TEXTBOOK CHAPTERS									DU	
Usability in terms of a reasonable amoutn of preparation required by you prior to using them.	5.00	4.67	4.00	3.00	4.40	4.83	4.00	4.00		4.24
Effectiveness for helping you achieve your course objectives.	5.00	3.67	3.50	3.67	4.40	5.00	4.00	5.00		4.28
Value in terms of presenting current and important information.	5.00	4.00	4.50	4.75	5.00	5.00	5.00	5.00		4.78
Quality in terms of the number and kind of concepts and practices presented.	5.00	5.00	4.50	4.00	4.80	4.83	5.00	5.00		4.77
Effectiveness of the questions at the end of each section in terms of aiding students to analyze and evaluate the concepts and practices presented.	4.00	4.00	5.00	3.00	4.60	4.67	3.00	3.00		3.91
Appropriateness in terms of length.	4.00	4.67	4.50	3.75	4.40	4.50	3.00	3.00		3.98
Your general reaction to the chapters.	5.00	4.67	4.00	3.75	4.40	4.83	4.00	3.00		4.21
FILMSTRIPS										
Usability in terms of a reasonable amount of preparation required of you prior to using them.	5.00	5.00	4.00	3.75	4.80	4.50	3.00	4.00	5.00	4.34
Effectiveness for helping you to achieve your course objectives.	4.00	3.33	3.50	4.00	4.80	4.50	3.00	4.00	5.00	4.01
Value or importance of the concepts and practices portrayed.	5.00	5.00	4.50	4.50	4.80	4.67	5.00	5.00	NR	4.81

(Continued)

Table 3.5--Continued

Item	University Designations and Correlated Sets of Materials Used									
	So[a] Chs. 1-10	UC Chs. 1, 4, 8	UT Chs. 2, 3	La Chs. 1, 2, 3, 4	Pi Chs. 1, 2, 3, 4, 10	St Chs. 1, 2, 3, 7, 9, 10	Ea Ch. 1[b]	Ea (sum)[a] Chs. 1, 2, 3, 4, 6, 9, 10	Ma[a] Chs. 1, 2, 3, 9, 10	Average[c]
FILMSTRIPS, cont.										
Quality in terms of the visuals, sound, and rate of presenting concepts and practices.	5.00	5.00	5.00	3.50	5.00	4.50	5.00	4.00	5.00	4.67
Quality in terms of gaining and holding attention.	4.00	4.67	4.00	4.00	4.80	4.33	3.00	4.00	4.00	4.09
Appropriateness in terms of length.	4.00	4.33	4.00	4.00	4.80	4.33	3.00	4.00	4.00	4.05
Your general reaction to the filmstrips.	5.00	5.00	4.00	4.00	4.80	4.50	3.00	4.00	5.00	4.37
AUDIOCASSETTES		DU	DU	DU			NC		DU	
Usability in terms of a reasonable amount of preparation required of you prior to using them.	5.00				4.25	3.80		4.00		4.26
Effectiveness for helping you to achieve your course objectives.	3.00				4.50	3.80		3.00		3.58
Value or importance of the concepts and practices presented.	4.00				4.00	4.60		5.00		4.40
Quality in terms of its sound and rate of presentation.	5.00				5.00	4.00		4.00		4.50
Quality in terms of gaining and holding attention.	2.00				4.00	3.40		3.00		3.10
Appropriateness in terms of length of each segment.	4.00				4.25	3.80		4.00		4.01
Your general reaction to the audiocassettes.	3.00				4.00	4.00		4.00		3.75

(Continued)

Table 3.5--Continued

Item	University Designations and Correlated Sets of Materials Used									
	So[a] Chs. 1-10	UC Chs. 1, 4-8	UT Chs. 2, 3	La Chs. 1, 2, 3, 4	Pl Chs. 1, 2, 3, 4, 10	Si Chs. 1, 2, 3, 7, 9, 10	Ea Ch. 1[b]	Ea (sum)[a] Chs. 1, 2, 3, 4, 6, 9, 10	Ma[a] Chs. 1, 2, 3, 9, 10	Average[c]
LEARNING GUIDE CHAPTERS	DU	DU	DU	DU					DU	
Usability in terms of a reasonable amount of preparation required of you prior to using the chapters.					4.00	4.33	4.00	4.00		4.08
Usability in terms of a reasonable amount of time required of you to aid your students use the chapters.					3.33	4.33	4.00	4.00		4.17
Clarity of the directions and suggestions to the student.					4.33	4.17	4.00	5.00		4.38
Usability in terms of the students being able to complete the assigned or selected questions and activities with a minimal amount of assistance and direction from you.					3.33	4.17	4.00	4.00		3.88
Effectiveness in terms of aiding the students to understand and to apply the concepts and practices.					3.33	4.33	4.00	5.00		4.17
Ready availability of the filmstrips, audiocassettes, and projection equipment to the students.					4.33	4.50	4.00	5.00		4.46
Your general reaction to the Guide chapters.					4.00	4.17	4.00	4.00		4.04
COLLEGE INSTRUCTOR'S GUIDE CHS.	DU	DU		DU				DU	DU	
Usability in terms of a reasonable amount of preparation required of you prior to using the chapters.			3.50		4.00	4.33	4.00			3.96

(Continued)

Table 3.5--Continued

Item	University Designations and Correlated Sets of Materials Used									
	So[d] Chs. 1-10	UC Chs. 1, 4-8	UT Chs. 2, 3	La Chs. 1, 2, 3, 4	Pl Chs. 1, 2, 3, 4 10	St Chs. 1, 2, 3, 7, 9, 10	Ea Ch. 1[b]	Ea (sum)[a] Chs. 1, 2, 3, 4, 6, 9, 10	Ma[a] Chs. 1, 2, 3, 9, 10	Average[c]
COLLEGE INSTRUCTOR'S GUIDE CHAPTERS, cont.										
Effectiveness in terms of providing test items to evaluate students' knowledge and understanding of the WRISE concepts and practices.			3.00		4.50	4.67	2.00			3.54
Quality of the test items to evaluate students' knowledge and understanding of related concepts and practices.			3.50		4.25	3.83	2.00			3.40
Quality in terms of the appropriateness of the suggested activities for use with the correlated materials.			3.50		4.00	4.33	3.00			3.71
Your general reaction to the Instructor's Guide chapters.			3.50		4.00	4.17	3.00			3.67
COMPLETE SET									DU	
Usability.	5.00	NR	4.00	3.75	4.20	4.75	4.00	4.00		4.24
Effectiveness in aiding students learn WRISE concepts and illustrative practices.	5.00	NR	4.00	3.75	4.00	4.67	4.00	5.00		4.35
Quality recognizing it is the field test edition.	5.00	NR	4.00	4.00	4.40	4.33	4.00	5.00		4.39
Value of the WRISE concepts and practices.	5.00	NR	4.00	4.75	5.00	5.00	5.00	5.00		4.82
Desirable interrelation of the content included in the text chapters, filmstrips, and audiocassettes.	5.00	NR	4.00	4.00	4.40	4.50	4.00	5.00		4.41
Desirable relationship of the Learning Guide and the Instructor's Guide with the other materials.	DU	DU	3.50	DU	4.00	4.67	4.00	5.00		4.23

Note. DU = didn't use
NR = no response
NC = no audiocassette

[a] All correlated sets of materials were responded to on one questionnaire.
[b] Responses for Ch. 1 only, not for all eight sets of materials used.
[c] Average of composite ratings and mean ratings.

chapters of the learning guide and instructor's guide were unique to these materials; however, at least one item dealt with usability and effectiveness. Our primary concern is with usability, effectiveness, importance, and technical quality of the materials, particularly the average ratings by all the professors.

The mean ratings of the usability of all the separate items--textbook chapters, filmstrips, audiocassettes, and learning guide--as well as of the complete set ranged between high and very high, except for the College Instructor's Guide which was 3.96. The effectiveness of the separate items and the complete set in aiding the professor achieve course objectives was also between high and very high except for the College Instructor's Guide and audiocassettes. Both the technical quality and the importance or value of the ideas and practices presented in the textbook chapters, filmstrips, audiocassettes, and the complete set were rated between high and very high.

All the items pertaining to the complete set of materials and the filmstrips were rated between high and very high, six of the seven items were for the learning guide chapters, five of seven were for the textbook, and four of seven were for the audiocassettes. Most of the items pertaining to the College Instructor's Guide are related to the test items, the main content of the Instructor's Guide. Here the five mean ratings were below high but were well above average. Because the project supplied the pretest and posttest items to the professors, they had little need for the Instructor's Guide.

Professors' Evaluations of the Desirability and Implementation of the WRISE Comprehensive Objectives

Professors responded to a questionnaire that included the 10 comprehensive objectives of the WRISE program. They responded to each objective in terms of (a) its indicating a desirable direction for a local school's educational improvement effort and (b) its usability by local school staff when considering possible directions for educational improvement activities. A rating of 5 indicated very high desirability or usability, 4 high, 3 average, 2 low, and 1 very low.

Seven professors responded; the two who were involved only in the summer session of 1981 were not asked to respond. The university designations and the response of each professor to each item are shown in Table 3.6.

With few exceptions the professors rated each comprehensive objective very high in terms of its indicating a desirable direction for a school's educational improvement effort. The mean ratings of the seven professors ranged from 4.57 to 5.00.

Table 3.6

Summary of Professors' Evaluations of the Desirability and Usability of the WRISE Comprehensive Objectives

Comprehensive Objective	Desirability								Usability							
	A	B	C	D	E	F	G	Average	A	B	C	D	E	F	G	Average
1. An individual educational program of course work and other activities is arranged for each student each semester that satisfies the student's developmental needs and characteristics and that also meets district and state requirements.	5	5	5	5	4	5	5	4.86	4	4	4	4	4	5	5	4.29
2. A comprehensive and flexible curriculum is developed that meets state and district requirements and that facilitates educational programming for the individual student.	5	5	5	5	5	5	5	5.00	5	5	4	4	4	5	5	4.57
3. Career education is arranged for all students; experiential learning activities and/or work experiences in the community are arranged for each student who can profit from them.	5	5	4	4	5	4	5	4.57	4	5	3	4	4	4	5	4.14
4. Students progressively assume more initiative for planning, implementing, and evaluating their programs and activities with a lesser amount of adult direction and control.	4	5	5	5	5	5	5	4.86	4	5	3	5	4	4	5	4.29
5. The individual student's progress toward attaining his/her course objectives, the student's instructional program in each course, the student's total educational program, and the school's total educational program are evaluated systematically.	5	5	5	4	5	5	5	4.86	5	3	5	4	4	5	5	4.43
6. The school's administrative arrangements provide for cooperative planning and shared decision making by the persons responsible for implementing the plans and decisions that are made, mainly administrators, counselors, teachers, and students.	4	5	5	5	5	5	5	4.86	3	5	5	5	4	5	5	4.57
7. The faculty and students are organized into groups so that an effective educational program is arranged for the individual student each semester and advising is personalized.	4	5	4	5	5	5	5	4.71	4	5	3	4	4	5	5	4.29
8. Effective communication and cooperative educational efforts between the school and the community are carried out as part of a program of home-school-community relations.	5	5	5	5	5	5	5	5.00	4	5	5	4	4	5	5	4.57
9. The environment for learning and instruction in the school and for work and other educational experiences in the community is enriched through the intellectual, technical, and material support provided by school and school district groups, and by external agencies, such as regional educational laboratories, the state education agency, intermediate agencies, teacher education institutions, and professional associations.	5	5	3	4	5	5	5	4.57	3	5	3	3	4	4	5	3.86
10. Student learning and personality development, instruction, advising, administrative arrangements, and other educational processes become better understood and are improved through continuous research and development conducted by school personnel and cooperating individuals and agencies.	4	5	5	4	5	5	5	4.71	3	5	4	3	4	4	5	4.00
11. The desirability and usability of 10 sets of comprehensive and enabling objectives in totality in providing desirable and useful directions for starting an educational improvement activity.	5	5	5	5	5	5	5	5.00	4	4	4	4	5	5	5	4.43

The usability of each comprehensive objective by a local staff when considering possible directions for educational improvement efforts was usually rated as high or very high. The mean usability ratings ranged from 3.86 to 4.57 and were about a half point below the mean desirability ratings. The mean desirability rating for all 10 sets as shown in Item 11 was 5.00, while the mean usability rating was 4.40.

Conclusions and Discussion

Five specific objectives of the summative evaluation of the WRISE materials in university settings were indicated at the beginning of this chapter. A conclusion regarding each objective and a brief discussion follow.

- The students at five of the six universities made a statistically significant gain in achievement from the pretest to the posttest. Accordingly, we conclude that University students learned well from their study of the material.

- Whether the course is graduate or undergraduate, the amount of WRISE material used in the course, the time given to use of the WRISE material, and the instructional approach appear to be related to the amount of gain made by the students. At the university where no gain occurred, the professor indicated difficulty in finding time for using the WRISE materials. It is possible that these students may not have had time to study the WRISE textbook chapters. The amount of gain, though statistically significant, was quite modest in the two undergraduate courses where not much of the material was used. In graduate courses in which a considerable amount of the material was used, there were substantial gains. The greatest gain occurred in a graduate course where most of the materials were used and mastery of the objectives was a course goal.

- The students at five universities rated all the materials on one composite questionnaire. At three universities they used a separate questionnaire to rate each set of correlated materials. Although very important information was gained about the technical quality of each kind of material through the separate questionnaires, the conclusions that follow are based on the results of the composite questionnaire.

  The effectiveness of the textbook and the filmstrips in helping the student become aware of a variety of concepts and practices was perceived to be high as was also the value or importance of the ideas and practices presented in the material. The technical quality of these materials was also regarded as high. Other properties of these materials were rated well above average but not high.

The properties of the school-experiences audiocassettes and the learning guide chapters were regarded as above average but not as high as the textbook and filmstrips. Based on the mean ratings we may conclude that university students regard the WRISE materials from above average to high.

There was considerable variation among the mean ratings of the students at the different universities who responded to the composite questionnaire and also among those who responded to the separate questionnaires. Apparently how the students respond depends considerably upon how the students perceive their use of the concepts and practices, on whether the material is used in class or is available and used outside class, and on the nature of the material itself, whether filmstrip, textbook chapter, or audiocassette. The filmstrips were used in class without other WRISE materials very effectively. On the other hand, the learning guide chapter and the correlated audiocassette were used very effectively by individual graduate students or by a small group outside the regularly scheduled class period when the students selected the particular content area to be studied.

- The professors regard the usability, effectiveness, and technical quality of the filmstrips, audiocassettes, learning guide, and complete set of materials as high to very high. The College Instructor's Guide is regarded above average but lower than the other materials.

- The professors perceive the WRISE comprehensive objectives as indicating highly desirable directions for improving secondary education and highly usable by local schools in identifying areas of educational improvement.

A final word is in order regarding the filmstrips and audiocassettes. The introductory filmstrip, titled "Introduction to the Wisconsin Program for the Renewal and Improvement of Secondary Education," was produced to present an overview of WRISE, including the materials, in an awareness workshop or conference as well as in a university class or local school staff meeting. When using it in a university class or in a local school staff meeting, only the early part of the filmstrip that presents the overview of the WRISE concepts and practices should be used. The later part describing the materials should not be used since the description of the materials does not increase understanding of the WRISE concepts or practices.

Another point regarding the filmstrips. Our film producer photographed individuals and small groups of students and school persons rather than classroom groups for three reasons--greater human interest, lower cost of lighting and filming, and less interruption of the school's schedule of classes and activities. Accordingly, very little whole-class

instruction is depicted in the filmstrips. The university students and the local school staff members should be made aware of these facts so that they do not assume that teacher-directed group instruction has no place in implementing educational programming for the individual student.

The main purpose of the school-experiences audiocassettes is for a teacher or another school person to explain how a school carries out a practice, such as teacher advising, and to describe how the school started the particular practice. Accordingly, a correlated audiocassette should be used after the textbook chapter is studied or after the filmstrip is viewed and the student already understands the concept or practice. The student should select the segments of the audiocassette--middle school or high school--of interest and should probably not listen to more than two segments at one sitting. Inservice teachers, graduate students who are teachers, and undergraduate students who are student teaching listen to selected segments of selected audiocassettes with high profit. Very different from the filmstrips, the audiocassettes cannot be used profitably unless other WRISE material is also used.

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Appendix A
Comprehensive and Enabling Objectives of the Wisconsin Program for the Renewal and Improvement of Secondary Education

(The complete set of objectives follows as part of the Desirability Scale.)

DESIRABILITY OF THE COMPREHENSIVE AND ENABLING OBJECTIVES:

WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION

Complete the identifying information by checking your position:

____ Teacher	____ Principal	____ Professor
____ Counselor	____ District Official	____ Other

Directions: Many recommendations have been made to improve secondary education. The recommendations of the Wisconsin Program for the Renewal and Improvement of Secondary Education are in the form of ten comprehensive objectives and a related set of enabling objectives for each comprehensive objective. The objectives are not prescriptive. Rather, each set of comprehensive and illustrative enabling objectives indicates possible directions for a school staff to consider when starting or refining their school's educational improvement efforts. Please rate the comprehensive and enabling objectives in terms of their indicating a desirable direction for a school's educational improvement efforts.

Please respond to every question. Use the following descriptive information in arriving at your ratings:

Desirability Scale	Interpretation
A--Highly Desirable	Implementing this objective would result in great improvement of secondary education.
B--Desirable	Implementing this objective would result in some improvement of secondary education.
C--Somewhat Desirable	Implementing this objective would result in improvement rather than deterioration of secondary education.
D--Somewhat Undesirable	Implementing this would result in deterioration of secondary education.
E--Undesirable	Implementing this would result in some deterioration of secondary education.
F--Highly Undesirable	Implementing this would result in great deterioration of secondary education.

Questionnaire constructed by Professor Herbert J. Klausmeier, Director, Wisconsin Program for the Renewal and Improvement of Secondary Education, with review by John Daresh of the Wisconsin Project and persons participating in the field test.

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Center Contract No. OB-NIE-G-78-0117

Wisconsin Research and Development Center for Individualized Schooling

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the _____.

A. Highly Desirable	*D. Somewhat Undesirable*
B. Desirable	*E. Undesirable*
C. Somewhat Desirable	*F. Highly Undesirable*

COMPONENT I: EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT

COMPREHENSIVE OBJECTIVE: (PART I)

___ *1.0 An individual educational program of course work and other activities is arranged for each student each semester that satisfies the student's developmental needs and characteristics and that also meets district and state requirements.*

ILLUSTRATIVE ENABLING OBJECTIVES:

Each student's individual educational program which includes all courses and other activities:

___ 1.1 Is planned each semester or year by the student and the student's advisor.

___ 1.2 Takes into account the student's aptitudes for learning different subject matters, interests, motivation, learning styles, career goals, and other personal and social characteristics.

___ 1.3 Provides for experiential learning, including work experience in the community, for students who will benefit from it.

___ 1.4 Is monitored cooperatively by the student and the student's advisor throughout the semester.

___ 1.5 Is changed as necessary during the semester to assure high quality education for the student.

COMPREHENSIVE OBJECTIVE: (PART II)

___ *1.00 An individual instructional program is arranged for the student in each course and other activity that is part of the student's total educational program that takes into account the student's aptitudes, interests, motivation, learning styles, career goals, and other personal and social characteristics.*

ILLUSTRATIVE ENABLING OBJECTIVES:

The instructional program of the student:

___ 1.6 Is planned by the student and the teacher of the course at the beginning of the course.

___ 1.7 Includes course and unit objectives that are appropriate for the student in terms of the student's aptitude, entering achievement level, and career goals.

___ 1.8 Provides an appropriate amount of time--in class, during school hours or outside school hours, as necessary--to suit the student's rate of achieving his/her objectives in the course.

___ 1.9 Provides for appropriate individual attention by the teacher to take into account the student's motivation and other personality characteristics.

___ 1.10 Provides for an appropriate amount of <u>teacher-directed</u> individual, pair, small-group, and large-group activity to take into account the student's need for structure and preferences for mode of instruction.

___ 1.11 Provides for an appropriate amount of <u>student-initiated</u> individual, pair, small-group, and large-group activity to take into account the student's need for independence and preferences for mode of instruction.

___ 1.12 Provides for appropriate use of printed materials, audiovisual materials, and direct experiencing to take into account the student's preferred modes of learning--visual, auditory, tactual, or kinesthetic.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A. Highly Desirable	*D. Somewhat Undesirable*
B. Desirable	*E. Undesirable*
C. Somewhat Desirable	*F. Highly Undesirable*

COMPONENT 2: CURRICULAR ARRANGEMENTS

COMPREHENSIVE OBJECTIVE:

___ 2.0 *A comprehensive and flexible curriculum is developed that meets state and district requirements and that facilitates educational programming for the individual student.*

ILLUSTRATIVE ENABLING OBJECTIVES:

Comprehensive and flexible curricular and instructional arrangements facilitate individual educational programming in the following areas:

___ 2.1 Communication skills, including composition, literature, and speech.

___ 2.2 Mathematical concepts and skills.

___ 2.3 Scientific and technological concepts and skills, including computer technology.

___ 2.4 Social science concepts and skills.

___ 2.5 The expressive and performing arts, including aesthetics, art, dance, drama, and music.

___ 2.6 Career education, including awareness, exploration, and preparation.

___ 2.7 Health education, including physical and mental.

___ 2.8 Family and home membership.

___ 2.9 Leisure education, including crafts, clubs, and extracurricular activities.

For each separate course related to the preceding areas, local school curriculum committees, teams of teachers, and/or individual staff members, with appropriate participation by school district personnel:

___ 2.10 Identify or prepare content outlines, organized in the form of taxonomies, other hierarchies, or topical outlines.

___ 2.11 Identify or formulate course and unit objectives.

___ 2.12 Identify or prepare instructional materials, including printed and audiovisual materials, that enable individual students to attain their objectives.

___ 2.13 Formulate instructional strategies, including the use of time, methods, and materials, that enable individual students to attain their objectives.

___ 2.14 Formulate procedures for identifying course and unit objectives that are appropriate for each individual student.

___ 2.15 Prepare learning guides that the students and the teacher use at the beginning of each course to plan each student's instructional program.

COMPONENT 3: EXPERIENTIAL LEARNING AND CAREER EDUCATION

COMPREHENSIVE OBJECTIVE:

___ 3.0 *Career education is arranged for all students; experiential activities and/or work experiences in the community are arranged for each student who can profit from them.*

ILLUSTRATIVE ENABLING OBJECTIVES:

District and local school policies and practices facilitate effective:

___ 3.1 Career education, e.g., awareness, exploration, and preparation, including work experience.

___ 3.2 Student participation in cultural, recreational, service, or other nonwork, experiential-learning activities in the community.

___ 3.3 Participation of community personnel in within-school programs and activities and of school personnel and students in community activities.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the _____.

A. Highly Desirable	*D. Somewhat Undesirable*
B. Desirable	*E. Undesirable*
C. Somewhat Desirable	*F. Highly Undesirable*

___ 3.4 Use of material resources and facilities within the school and within the community.

___ 3.5 Preparation of community personnel who participate in the educative process.

The school staff, with appropriate participation by school district personnel and others:

___ 3.6 Identifies course and unit objectives to guide its career education and other experiential learning activities in the community.

___ 3.7 Uses effective counseling and advising procedures to be used in planning each student's individual educational program regarding career education and experiential learning in the community.

___ 3.8 Uses instructional strategies, including methods, materials, and community resources that facilitate the individual student's attainment of his/her career and experiential-learning objectives.

___ 3.9 Prepares learning guides for use by the students, the teacher, and/or community persons to plan each student's instructional program at the beginning of the course or activity.

COMPONENT 4: *STUDENT DECISION-MAKING ARRANGEMENTS*

COMPREHENSIVE OBJECTIVE:

___ *4. Students progressively assume more initiative for planning, implementing, and evaluating their programs and activities with a lesser amount of adult direction and control.*

ILLUSTRATIVE ENABLING OBJECTIVES:

Students in their classes and/or in meetings with their advisors are taught:

___ 4.1 Decision-making strategies and skills that help them to make educational decisions as individuals.

___ 4.2 Concepts and skills that enable them to participate in shared decision making with other students, the school staff, and parents.

The individual student exercises increasing initiative for making decisions, accepting the related consequences of the decisions, and evaluating decisions regarding:

___ 4.3 The student's instructional program in each course.

___ 4.4 The student's individual educational program for the semester.

___ 4.5 The student's individual educational program for the school year.

Students as members of groups take increasing initiative for making decisions, accepting the responsibility for the decisions, and for evaluating the decisions regarding:

___ 4.6 The objectives and activities in the course in which the group is enrolled.

___ 4.7 The extra-curricular activity in which the group participates.

___ 4.8 The governance of the group.

Students are encouraged to serve:

___ 4.9 As officers and to participate as members of student-governing groups.

___ 4.10 As student representatives on the school's standing and ad hoc committees, councils, and task forces.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the _____.

A. Highly Desirable	*D. Somewhat Undesirable*
B. Desirable	*E. Undesirable*
C. Somewhat Desirable	*F. Highly Undesirable*

COMPONENT 5: EVALUATING STUDENT LEARNING AND EDUCATIONAL PROGRAMS

COMPREHENSIVE OBJECTIVE:

5. The individual student's progress toward attaining his/her course objectives, the student's instructional program in each course, the student's total educational program, and the school's total educational program are evaluated systematically.

ILLUSTRATIVE ENABLING OBJECTIVES:

Appropriate measurement and evaluation techniques are used:

___ 5.1 To evaluate each student's progress toward achieving his/her unit and course objectives.

___ 5.2 To evaluate each student's instructional program in each course.

___ 5.3 To evaluate each student's educational program each semester in terms of the student's achievement of his/her goals, and in terms of how well the program has taken into account the student's aptitudes, interests, motivation, learning styles, career goals, and other characteristics.

___ 5.4 To evaluate each student's total educational program for the school level, i.e., middle school, high school.

___ 5.5 To evaluate the school's total educational program.

The results of the evaluation of each student's educational program each semester are used, primarily by teachers and students:

___ 5.6 To set goals for each student to achieve the next semester.

The results of the evaluation of the school's total educational program are used primarily by teachers:

___ 5.7 To set goals annually for composite groups of students, such as those of a particular grade in school or those taught by a teaching team, to achieve in curricular areas, overt behavioral areas, and affective areas.

___ 5.8 To evaluate each group's achievement of the goals.

The results of all evaluation activities are used by teachers and other school staff:

___ 5.9 To evaluate the effectiveness of curricular or other programs in terms of criteria they formulate.

___ 5.10 To improve the curriculum, instruction, and other elements of the school's total program.

___ 5.11 To make long-range plans for improving the school's curricular, instructional, advising, organizational, and administrative arrangements.

COMPONENT 6: ADMINISTRATIVE ARRANGEMENTS

COMPREHENSIVE OBJECTIVE:

6. The school's administrative arrangements provide for cooperative planning and shared decision making by the persons responsible for implementing the plans and decisions that are made, mainly administrators, counselors, teachers, and students.

ILLUSTRATIVE ENABLING OBJECTIVES:

The school:

___ 6.1 Is organized into administrative units, each of which has no more than 500 students.

___ 6.2 Has one or more committees, composed of representatives of the administrative team, counselors, teachers, students, and parents that make decisions and formulate plans regarding the school's curriculum, instruction, advising, evaluation, organization, and staffing.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A. Highly Desirable	*D. Somewhat Undesirable*
B. Desirable	*E. Undesirable*
C. Somewhat Desirable	*F. Highly Undesirable*

An Educational Improvement Committee, or other committee or council that has representatives of the administrative team, curriculum coordinators, counselors, and teachers:

___ 6.3 Plans the school's educational improvement activities.

Students, parents, and citizens:

___ 6.4 Participate in meetings of the Educational Improvement Committee when matters of concern to them are on the agenda.

___ 6.5 Serve as regular members of the Educational Improvement Committee.

One or more district committees, composed of the district administrator, representative principals, curriculum coordinators, counselors, teachers, students, parents, and citizens:

___ 6.6 Coordinate the improvement activities of the district, taking into account district policies and state requirements.

___ 6.7 Seek the participation of subject-matter coordinators, other specialists, and external consultants when matters related to their specialty are on the agenda.

The secondary school principal provides leadership and, with appropriate involvement of members of the Educational Improvement Committee, or other group, and the school staff:

___ 6.8 Establishes policies and procedures which facilitate the school's educational improvement efforts.

___ 6.9 Supervises and evaluates members of the school staff on a continual basis.

___ 6.10 Coordinates the use of facilities, materials, equipment, supplies, and other resources.

___ 6.11 Provides time, space, and other physical arrangements that are needed for teaching teams, school committees, and other groups to meet and conduct their business during the school day.

___ 6.12 Establishes effective two-way communication among administrators, other staff, teachers, and students; and between the school and parents and citizens of the community.

___ 6.13 Participates as a member of district committees.

___ 6.14 Transmits information to and from district committees.

___ 6.15 Attempts to have implemented the decisions made by district committees.

COMPONENT 7: ORGANIZATION FOR INSTRUCTION AND STUDENT ADVISING

COMPREHENSIVE OBJECTIVE:

7.0 The faculty and students are organized into groups so that an effective educational program is arranged for the individual student each semester and advising is personalized.

ILLUSTRATIVE ENABLING OBJECTIVES:

Groups of students and teams of academic teachers are organized into academic Instruction and Advisory Units, or into similar arrangements, that serve to coordinate instruction and advising. Related to the team's instructional functions and taking into account school and district policies each team cooperatively:

___ 7.1 Plans the procedures that team members use in developing, monitoring, and evaluating each individual student's educational program.

___ 7.2 Identifies the kind of information about each student that the team members use in developing and evaluating each individual student's instructional program in each course.

___ 7.3 Evaluates the instructional strategies for which the team is responsible.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the ____.

A. Highly Desirable	*D. Somewhat Undesirable*
B. Desirable	*E. Undesirable*
C. Somewhat Desirable	*F. Highly Undesirable*

Related to the team's instructional functions, and taking into account district, school, and team guidelines, each team member:

___ 7.4 Outlines the curriculum for the courses taught.

___ 7.5 Develops the outline for preparing the student learning guides that will be used in each course taught.

___ 7.6 Plans the instructional strategies that are employed in each course taught, including time allocations, modes of instruction, and use of materials.

___ 7.7 Participates in all aspects of the team's cooperative planning and evaluation activities.

___ 7.8 Carries out his or her instructional activities in accordance with the team's plans.

Related to advising functions, each team of teachers, taking into account schoolwide policies and with the assistance of a counselor, participates in planning the team's advising activities related to:

___ 7.9 Providing educational advisement.

___ 7.10 Increasing schoolwide communication.

___ 7.11 Improving home-school-community relations.

___ 7.12 Enhancing the personal and social development of students.

Related to advising functions, each team member:

___ 7.13 Serves as an advisor to a group of students.

___ 7.14 Assumes responsibility for planning, monitoring, and evaluating each of his/her advisee's individual educational programs.

A representative of each academic Instruction and Advisory Unit, or other group:

___ 7.15 Chairs the meetings of the teaching team or other group.

___ 7.16 Serves on the school's Educational Improvement Committee and participates in the committee's decision-making process and planning.

___ 7.17 Transmits information, decisions, and plans from the teaching staff to the Educational Improvement Committee.

___ 7.18 Transmits information, decisions, and plans to the teaching staff.

COMPONENT 8: HOME-SCHOOL-COMMUNITY RELATIONS

COMPREHENSIVE OBJECTIVE:

8.0 Effective communication and cooperative educational efforts between the school and the community are carried out as part of a program of home-school-community relations.

ILLUSTRATIVE ENABLING OBJECTIVES:

A comprehensive program of home-school-community relations:

___ 8.1 Is formulated and monitored by a school committee composed of representative school staff, parents, and students.

___ 8.2 Provides for frequent and effective communication between the school and community.

___ 8.3 Encourages the school staff to participate in the analysis of the home and neighborhood conditions of their students.

___ 8.4 Encourages parents and other community persons to participate in in-school educational activities and to provide suggestions to aid in decision-making.

___ 8.5 Involves parents in planning the individual educational program of their child.

___ 8.6 Provides for student progress to be reported to parents regularly and effectively.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the _____.

A. Highly Desirable	*D. Somewhat Undesirable*
B. Desirable	*E. Undesirable*
C. Somewhat Desirable	*F. Highly Undesirable*

COMPONENT 9: INTERNAL AND EXTERNAL SUPPORT ARRANGEMENTS

COMPREHENSIVE OBJECTIVE:

9.0 The environment for learning and instruction in the school and for work and other educational experiences in the community is enriched through the intellectual, technical, and material support provided by school and school district groups, and by external agencies, such as regional educational laboratories, the state education agency, intermediate agencies, teacher education institutions, and professional associations.

ILLUSTRATIVE ENABLING OBJECTIVES:

The school district and local school make provisions for:

___ 9.1 The Educational Improvement Committee, or other group, to meet weekly during school hours to plan and carry out its activities.

___ 9.2 Each teaching team, or other group, to have a common time for carrying out their preparation, planning, evaluation and other activities.

___ 9.3 Each advisor to meet regularly with his/her advisee group and/or individual advisees.

___ 9.4 Teachers to receive expert assistance in carrying out their educational improvement activities.

The state education agency takes initiative with local school districts for activities such as:

___ 9.5 Developing strategies for stimulating the educational improvement activities of local schools.

___ 9.6 Providing financial and technical support to local schools in carrying out their educational improvement activities.

___ 9.7 Encouraging job descriptions to be changed, if necessary, to enable teachers to participate in student advisement and in educational improvement activities.

___ 9.8 Reviewing and changing the licensing requirements of currently-licensed educational personnel and developing new licensing programs to meet changing societal conditions and related demands on education.

The regional educational laboratory carried out activities, such as:

___ 9.9 Providing technical support to state education agencies in formulating and carrying out their educational improvement activities.

___ 9.10 Providing technical support, in cooperation with the state education agency, to schools in formulating and carrying out their educational improvement activities.

___ 9.11 Encouraging a climate in state education agencies and local schools conducive to educational improvement in the local schools.

Teacher education institutions, working cooperatively with local schools and the state education agency, take initiative for activities, such as:

___ 9.12 Evaluating their programs to prepare administrators, counselors, teachers, and other educational personnel, revising existing programs, and developing new programs to meet changing societal conditions and related demands on education.

___ 9.13 Developing and offering credit and noncredit courses designed to meet the needs of prospective educational personnel and inservice personnel to participate effectively in educational improvement activities.

___ 9.14 Arranging for cooperative preparation of student teachers and interns with local schools.

Professional associations at the local, state, and national level take initiative for activities such as:

___ 9.15 Providing leadership to their members in carrying out educational improvement efforts.

___ 9.16 Identifying and publicizing local schools that demonstrate continual educational improvement.

___ 9.17 Influencing local, state, and federal legislation to support continual educational improvement.

___ 9.18 Encouraging the adoption of contract provisions which facilitate educational improvement.

DESIRABILITY OF COMPREHENSIVE AND ENABLING OBJECTIVES

Directions: Enter the letter A-F in the _____.

A. Highly Desirable	*D. Somewhat Undesirable*
B. Desirable	*E. Undesirable*
C. Somewhat Desirable	*F. Highly Undesirable*

COMPONENT 10: CONTINUING RESEARCH AND DEVELOPMENT

COMPREHENSIVE OBJECTIVE:

10.0 *Student learning and personality development, instruction, advising, administrative arrangements, and other educational processes become better understood and are improved through continuous research and development conducted by school personnel and cooperating individuals and agencies.*

ILLUSTRATIVE ENABLING OBJECTIVES:

The school staff:

___ 10.1 Develops the capability and climate for carrying out its own systematic evaluative research.

___ 10.2 Participates in cooperative problem-solving research with external agencies that are interested in identifying and refining strategies for educational improvement.

In cooperation with local schools:

___ 10.3 Regional educational laboratories carry out research and development directed toward formulating, testing, demonstrating, and refining education-improvement strategies that local schools in the states of their region may employ.

___ 10.4 R & D Centers and other research organizations carry out research designed to extend knowledge concerning educational processes and to improve related educational practices.

___ 10.5 Institutions of higher learning carry out practical, problem-solving research directed toward extending knowledge concerning educational processes and to improve related practices.

Appendix B
Annotated List of Materials of the Wisconsin Program for the Renewal and Improvement of Secondary Education

ANNOTATED LIST OF MATERIALS OF THE WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION

KLAUSMEIER, H. J., J. M. LIPHAM, AND J. C. DARESH, THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION: CONCEPTS AND PRACTICES. MADISON: WISCONSIN RESEARCH AND DEVELOPMENT CENTER, 1980.

This book, which is intended for use both in local school improvement efforts and also as a text for university courses, presents the conceptual design of the Wisconsin Program for the Renewal and Improvement of Secondary Education. Explanations of each element of the design and illustrative practices in middle schools, junior high schools, and senior high schools are presented. Objectives are indicated at the beginning of each chapter, and questions directed toward analysis and evaluation of the concepts and practices are presented at the end of each main part of each chapter.

DARESH, J. C., AND H. J. KLAUSMEIER, EDUCATIONAL IMPROVEMENT LEADER'S MANUAL: MIDDLE AND HIGH SCHOOLS. MADISON: WISCONSIN RESEARCH AND DEVELOPMENT CENTER, 1980.

This Manual is intended for use by an administrator, counselor, teacher, or other staff member of a middle, junior, or senior high school who leads the school's educational improvement effort. It may be used by persons from regional educational laboratories, state educational agencies, intermediate agencies, school districts, and by college instructors who either lead improvement activities in local schools or who prepare persons to serve as local school educational improvement leaders.

KLAUSMEIER, H. J., J. E. McGIVERN, G. L. THIERBACH, AND J. C. DARESH, LEARNING GUIDE FOR THE WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION: SCHOOL STAFF MEMBERS. MADISON: WISCONSIN RESEARCH AND DEVELOPMENT CENTER, 1980.

This Guide is for use by local school staffs working and studying individually, in pairs, or in small groups. The questions and activities in each chapter are related to the correlated filmstrip, school experiences audiocassette, and textbook chapter and are directed toward enabling staff members to increase their understanding of concepts, principles, and practices, and to plan for local improvement efforts.

KLAUSMEIER, H. J., G. L. THIERBACH, J. E. McGIVERN, AND J. C. DARESH, COLLEGE INSTRUCTOR'S GUIDE FOR THE WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION. MADISON: WISCONSIN RESEARCH AND DEVELOPMENT CENTER, 1980.

This Guide is intended for use by professors who offer a credit or non-credit course dealing with some aspect of secondary education. It is organized into ten chapters corresponding to the textbook chapters. Each Guide chapter is divided into three sections which include synopses of the correlated filmstrip, school experiences audiocassette, and textbook chapter, suggestions regarding the use of the correlated materials, and objective questions based on the textbook that may be used in preparing pretests or posttests.

KLAUSMEIER, H. J., G. L. THIERBACH, J. E. McGIVERN, AND J. C. DARESH, LEARNING GUIDE FOR THE WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION: COLLEGE STUDENTS. MADISON: WISCONSIN RESEARCH AND DEVELOPMENT CENTER, 1980.

This Guide is for use by individuals, pairs, and/or small groups of college students to guide their study outside the regularly scheduled class period. The questions and activities in each chapter are related to the correlated filmstrip, school experiences audiocassette, and textbook chapter and are directed toward enabling students to increase their understanding of concepts, principles, and practices and to identify applications to their areas of professional preparation.

SCHOOL EXPERIENCES AUDIOCASSETTES AND ACCOMPANYING PRINTED AUDIOCASSETTE GUIDES

EXPERIENCES OF TWO MIDDLE SCHOOLS AND TWO SENIOR HIGH SCHOOLS WITH EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT: PART I

Representatives from Webster Transitional School in Cedarburg, Wisconsin and Steuben Middle School in Milwaukee, Wisconsin on Side A, and from Hood River Valley High School in Hood River, Oregon and Cedarburg High School in Cedarburg, Wisconsin on Side B, discuss how total educational programs are arranged for their students.

EXPERIENCES OF TWO MIDDLE SCHOOLS AND TWO SENIOR HIGH SCHOOLS WITH EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT: PART II

Representatives from Webster Transitional School in Cedarburg, Wisconsin and Steuben Middle School in Milwaukee, Wisconsin on Side A, and from Hood River Valley High School in Hood River, Oregon and Cedarburg High School of Cedarburg, Wisconsin, describe how they arrange an instructional program in each course that meets the educational needs of each student enrolled in the course.

EXPERIENCES OF A MIDDLE SCHOOL, A JUNIOR HIGH SCHOOL, AND TWO SENIOR HIGH SCHOOLS WITH CURRICULAR PATTERNS

Representatives from Sennett Middle School in Madison, Wisconsin and Madison Junior High School in Trotwood, Ohio on Side A, and from Cedarburg High School in Cedarburg, Wisconsin and Washington High School in Milwaukee, Wisconsin on Side B, present highlights of their curricular and instructional arrangements that clarify and go beyond the filmstrip information.

EXPERIENCES OF A MIDDLE SCHOOL, A JUNIOR HIGH SCHOOL, AND TWO SENIOR HIGH SCHOOLS WITH WORK AND OTHER CAREER EDUCATION ACTIVITIES

Representatives from Webster Transitional School in Cedarburg, Wisconsin and Byers Junior High School in Denver, Colorado on Side A, and from Hood River Valley High School in Hood River, Oregon and Washington High School in Milwaukee, Wisconsin on Side B, discuss aspects of their schools' work and other career education activities.

EXPERIENCES OF A MIDDLE SCHOOL, A JUNIOR-SENIOR HIGH SCHOOL, AND TWO SENIOR HIGH SCHOOLS WITH STUDENT DECISION MAKING

Representatives from Steuben Middle School, Milwaukee Wisconsin and Wy' East Junior High School and Hood River Valley High School, Hood River, Oregon on Side A, and from Irvine High School, Irvine, California and Cedarburg High School, Cedarburg, Wisconsin on Side B, discuss student decision making in their schools.

EXPERIENCES OF A MIDDLE SCHOOL AND A SENIOR HIGH SCHOOL WITH EVALUATING STUDENT LEARNING AND EDUCATIONAL PROGRAMS

Representatives from Steuben Middle School, Milwaukee, Wisconsin on Side A, and from Cedarburg High School, Cedarburg, Wisconsin on Side B, discuss their evaluation strategies and practices.

EXPERIENCES OF TWO MIDDLE SCHOOLS AND TWO SENIOR HIGH SCHOOLS WITH INSTRUCTION AND ADVISORY ARRANGEMENTS

Representatives from Webster Transitional School in Cedarburg, Wisconsin and Steuben Middle School in Milwaukee, Wisconsin on Side A, and from Cedarburg High School in Cedarburg, Wisconsin and Hood River Valley High School in Hood River, Oregon on Side B, describe how their schools have been organized so that teachers are able to plan togetner to provide for cooperative teaching, evaluating student progress, advising students, and reporting to parents.

EXPERIENCES OF A MIDDLE SCHOOL AND TWO SENIOR HIGH SCHOOLS WITH ADMINISTRATIVE ARRANGEMENTS FOR SHARED DECISION MAKING

Representatives from Steuben Middle School in Milwaukee, Wisconsin on Side A, and from Irvine High School in Irvine, California and Hood River Valley High School in Hood River, Oregon on Side B, explain the arrangements that their schools have adopted to facilitate shared decision making by teachers, counselors, administrators, and others.

EXPERIENCES OF A MIDDLE SCHOOL, A JUNIOR HIGH SCHOOL, AND TWO SENIOR HIGH SCHOOLS WITH TEACHER-ADVISOR PROGRAMS

Representatives from Webster Transitional School in Cedarburg, Wisconsin and Coolidge Junior High School in Phoenix, Illinois on Side A, and from Wilde Lake High School in Columbia, Maryland and Irvine High School in Irvine, California on Side B, discuss the functioning of teacher-advisor programs in their schools. Emphasis is placed on the current operation of the programs and also on the steps taken during the initial implementation of the programs.

FILMSTRIPS AND ACCOMPANYING PRINTED FILMSTRIP GUIDES

INTRODUCTION TO THE WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION

This filmstrip introduces the conceptual design of the Wisconsin Program for the Renewal and Improvement of Secondary Education and the multimedia materials that present the concepts and practices. The design includes ten comprehensive objectives to guide the educational improvement efforts of local schools. Excerpts from the full-length filmstrip that deals with each objective are presented.

EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT IN SECONDARY SCHOOLS: PART I

This filmstrip presents examples of how the first aspect of educational programming for the individual student, namely arranging a total program of courses and other educational experiences that meets each student's needs, is carried out in a middle school and two senior high schools.

EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT IN SECONDARY SCHOOLS: PART II

In this filmstrip, arranging the individual student's instructional program in each course included in the student's educational program is illustrated at one middle school and two senior high schools.

CURRICULAR PATTERNS IN SECONDARY SCHOOLS

Curricular patterns of two middle schools and two senior high schools are shown and the relationship of the patterns to arranging an individual educational program for each student is indicated.

STUDENT DECISION MAKING IN SECONDARY SCHOOLS

This filmstrip portrays students making progressively more important decisions that affect them as individuals and as members of groups in a middle school, a junior high school, and three senior high schools.

WORK AND OTHER CAREER EDUCATION ACTIVITIES IN SECONDARY SCHOOLS

This filmstrip presents experiential learning activities, including work experience, and also other career education activities that are part of the individual educational programs of students of a middle school, a junior high school, and two senior high schools.

EVALUATING STUDENT LEARNING AND EDUCATIONAL PROGRAMS IN SECONDARY SCHOOLS

This filmstrip shows staff members of a middle school and a senior high school evaluating the progress of their students in different courses, the individual educational programs of their students, and elements of their school's total educational program.

ADMINISTRATIVE ARRANGEMENTS FOR SHARED DECISION MAKING IN SECONDARY SCHOOLS

Examples of alternative administrative arrangements which enable shared decision making to take place in three senior high schools and one middle school are presented.

INSTRUCTION AND ADVISORY ARRANGEMENTS IN SECONDARY SCHOOLS

Alternative arrangements for teaching teams are explained and illustrated in two middle schools and two senior high schools. Examples are used to show the functions of organizations for instruction and student advisement.

TEACHER-ADVISOR PROGRAMS IN SECONDARY SCHOOLS

The filmstrip shows the teacher-advisor programs of two senior high schools, a middle school, and a junior high school. Important functions of teacher-advisor programs are emphasized.

Appendix C
Forms and Instruments Used in Local School Summative Evaluation

Agreement Between the Local School Field-Test Leader and the WRISE Project Director

Local School Component Questionnaire (Illustrative questionnaire included in this appendix for only one of the 10 components--Curricular Arrangements.)

Staff Questionnaire: Instructional Materials of the Wisconsin Program for the Renewal and Improvement of Secondary Education

Desirability of the Comprehensive and Enabling Objectives: Wisconsin Program for the Renewal and Improvement of Secondary Education (This scale is given as Appendix A.)

Second Semester 1980-81 Local School Leader's Report of the Field Test of the Wisconsin Program for the Renewal and Improvement of Secondary Education

AGREEMENT BETWEEN THE LOCAL SCHOOL FIELD-TEST LEADER

AND THE WRISE PROJECT DIRECTOR

I. The objectives of the 1980-81 field test of the WRISE design and materials in local schools are:

1.1 To ascertain the desirability and usability of the comprehensive and enabling objectives of WRISE.

1.2 To evaluate the usability, effectiveness, quality, and value of the WRISE materials in information-gaining, planning, or carrying out an improvement or refinement effort related to one or more WRISE components.

II. The WRISE Project will:

2.1 Provide to each school district the complete school set of WRISE materials.

2.2 Authorize the leader to use the WRISE improvement processes and materials.

2.3 Provide consultation in the use of the materials via telephone and/or letter.

2.4 Permit you to reproduce any book or book chapter or to purchase it from us at cost. We can provide a district 2 copies of text and learning guide at no cost.

2.5 Summarize the national field test results and make them available to each participant by mail. (No school will be identified by name.)

III. Each local school field test leader will:

3.1 Use the WRISE processes and materials related to one or more WRISE components for the purpose of gaining information, planning, or carrying out an improvement effort related to one or more WRISE components.

3.2 Complete the following forms and mail them to the Project not later than June 15, 1981:

a. 1980-81 Local School Leader's Report of the Field Test of the Wisconsin Program for the Renewal and Improvement of Secondary Education.

b. Local School Component Questionnaire (one for each component field tested).

c. Desirability of the WRISE Component Objectives (one for each component field tested).

3.3 Provide additional descriptive information which may be needed by the Project Staff in interpreting the results and preparing the report of the field test.

_____	_____
Director, WRISE Project	Local School Participant
_____	_____
(Date)	(Name of college/university)
	_____
	(Date)

LOCAL SCHOOL COMPONENT QUESTIONNAIRE:

CURRICULAR ARRANGEMENTS

Your Name: _____ Date: _____
Month Day Year

Title and Brief Description of Your Position; e.g., Science Teacher, Counselor.

_____

_____

Directions: *This questionnaire is designed to measure the usability, effectiveness, value, and quality of the WRISE materials that you have used in your knowledge-gaining and/or educational improvement activities. It is in five parts:*

Filmstrip: "Curricular Patterns in Secondary Schools"

Audiocassette: "Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Curricular Patterns"

Textbook, Chapter 4: "Curricular Arrangements"

Learning Guide, Chapter 4: "Curricular Arrangements"

Complete Set: "Curricular Arrangements"

The questionnaire is to be completed by staff members who used any of the above materials to gain an understanding of concepts and practices or to adapt and use them in an improvement activity. Please respond to each part of the questionnaire that deals with material you have used and to Part V. Do not respond to material you have not used.

Questionnaire constructed by Professor Herbert J. Klausmeier, Director, Wisconsin Program for the Renewal and Improvement of Secondary Education, with review by John Daresh of the Wisconsin Project and local school staff participating in the field test.

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Center Contract NO. OB-NIE-G-78-0117

Wisconsin Research and Development Center for Individualized Schooling

Local Staff Component Questionnaire Regarding: Curricular Arrangements

Directions: Enter a √ in the appropriate column to indicate your reactions from very high to very low.

I. Enter your responses regarding the *FILMSTRIP*, *"Curricular Patterns in Secondary Schools"*

	Very High	High	Average	Low	Very Low
F1. Usability in terms of a reasonable amount of preparation required of you prior to using it.					
F2. Effectiveness for contributing to your understanding of the concepts and practices presented.					
F3. Value or importance of the concepts and practices portrayed.					
F4. Quality in terms of the visuals, sound, and rate of presenting concepts and practices.					
F5. Quality in terms of gaining and holding attention.					
F6. Appropriateness in terms of length.					
F7. Your general reaction to the filmstrip.					

F8. Should this filmstrip be used next year to acquaint new teachers, students, parents, or other persons with the concepts and practices presented.

_____Yes _____Undecided _____No

F9. Comments: _____

_____

_____

II. Enter your responses regarding the *AUDIOCASSETTE*, *"Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Curricular Patterns"*

A1. Usability in terms of a reasonable amount of preparation required of you prior to using it.					
A2. Effectiveness for contributing to your understanding of the concepts and practices presented.					
A3. Value or importance of the concepts and practices presented.					
A4. Quality in terms of its sound and rate of presentation.					
A5. Quality in terms of gaining and holding attention.					
A6. Appropriateness in terms of length of each segment.					
A7. Your general reaction to the audiocassette.					

A8. Should this audiocassette be used next year to acquaint new teachers or other persons with the concepts and practices presented.

_____Yes _____Undecided _____No

A9. Comments: _____

_____

Local Staff Component Questionnaire Regarding: Curricular Arrangements

III. Enter your responses regarding *TEXTBOOK, CHAPTER 4, "Curricular Arrangements"*

	Very High	High	Average	Low	Very Low
T1. Usability in terms of a reasonable amount of preparation required by you prior to using it.					
T2. Effectiveness for contributing to your understanding of the concepts and practices presented.					
T3. Value in terms of presenting current and important information.					
T4. Quality in terms of the number and kind of concepts and practices presented.					
T5. Effectiveness of the questions at the end of each section in terms of aiding you to analyze and evaluate the concepts and practices presented.					
T6. Appropriateness in terms of length.					
T7. Your general reaction to the chapter.					

T8. Should this textbook chapter be used next year to acquaint new teachers or other persons with the concepts and practices presented.

____Yes ____Undecided ____No

T9. Comments: _____

_____

_____

IV. Enter your responses regarding *Learning Guide, Chapter 4, "Curricular Arrangements"*

The Learning Guide chapter is intended for use by individuals, pairs, and/or small groups to aid them in increasing their understanding of the concepts, principles, and practices included in the textbook chapter, the filmstrip, and the audiocassette through use and study of the materials with a maximum amount of independence and flexibility.

	Very High	High	Average	Low	Very Low
L1. Usability in terms of a reasonable amount of preparation required of you prior to using it.					
L2. Usability in terms of the amount of time required for interaction between the improvement leader and the staff.					
L3. Clarity of the suggestions and directions.					
L4. Usability in terms of being able to complete the selected or assigned questions and activities in a reasonable amount of time.					
L5. Effectiveness in terms of facilitating understanding and application of the concepts and practices.					

Local Staff Component Questionnaire Regarding: Curricular Arrangements

		Very High	High	Average	Low	Very Low
L6.	Availability of the filmstrip, audiocassette, and projection equipment.					
L7.	Your general reaction to the Guide chapter.					

L8. For each chapter section, check the percentage of the questions and activities that were completed:

I. Filmstrip. ___75% or more, ___50-74%, ___25-49%, ___1-24%, ___0%

II. Audiocassette. ___75% or more, ___50-74%, ___25-49%, ___1-24%, ___0%

III. Book Chapter. ___75% or more, ___50-74%, ___25-49%, ___1-24%, ___0%

IV. Application Activities. ___75% or more, ___50-74%, ___25-49%, ___1-24%, ___0%

L9. Should this Guide chapter be used by new faculty members and other interested persons?

_____Yes _____Undecided _____No

L10. Comments: _____

_____

_____

V. Enter your responses regarding the *COMPLETE SET*: *"Curricular Arrangements"*

		Very High	High	Average	Low	Very Low
C1.	Usability.					
C2.	Effectiveness in aiding you learn the concepts and illustrative practices.					
C3.	Quality, recognizing it is the field test edition.					
C4.	Value of the concepts and illustrative practices presented.					
C5.	Desirable interrelation of content of the textbook chapter, the filmstrip, and the audiocassette.					
C6.	Desirable relationship of the Learning Guide with the other materials.					

C7. Comments: _____

_____

_____

STAFF QUESTIONNAIRE:

INSTRUCTIONAL MATERIALS OF THE WISCONSIN PROGRAM
FOR THE RENEWAL AND IMPROVEMENT OF
SECONDARY EDUCATION

Your Name: _____ Date: _____
Month Day Year

Title and Brief Description of Your Position; e.g., Science Teacher, Counselor.

_____

_____

Directions: *This questionnaire is designed to measure the usability, effectiveness, value, and quality of the WRISE materials that you have used in your knowledge-gaining and/or educational improvement activities. It is in five parts:*

Filmstrips

Audiocassettes

Textbook Chapters

Learning Guide Chapters

Complete Sets of Materials

The questionnaire is to be completed by staff members who used any of the above materials to gain an understanding of concepts and practices or to adapt and use them in an improvement activity. Please respond to each part of the questionnaire that deals with material you have used and to Part V. Do not respond to material you have not used.

Directions: Enter a √ in the appropriate column to indicate your reactions from very high to very low.

I. Enter your responses regarding the *FILMSTRIPS:*	Very High	High	Average	Low	Very Low
F1. Usability in terms of a reasonable amount of preparation required of you prior to using them.					
F2. Effectiveness for contributing to your understanding of the concepts and practices presented.					
F3. Value or importance of the concepts and practices portrayed.					
F4. Quality in terms of the visuals, sound, and rate of presenting concepts and practices.					
F5. Quality in terms of gaining and holding attention.					
F6. Appropriateness in terms of length.					
F7. Your general reaction to the filmstrips.					

F8. Should relevant filmstrips be used next year to acquaint new teachers, students, parents, or other persons with the concepts and practices presented.

____Yes ____Undecided ____No

F9. Comments: _____

_____

_____

II. Enter your responses regarding the *AUDIOCASSETTES:*					
A1. Usability in terms of a reasonable amount of preparation required of you prior to using them.					
A2. Effectiveness for contributing to your understanding of the concepts and practices presented.					
A3. Value or importance of the concepts and practices presented.					
A4. Quality in terms of its sound and rate of presentation.					
A5. Quality in terms of gaining and holding attention.					
A6. Appropriateness in terms of length of each segment.					
A7. Your general reaction to the audiocassettes.					

A8. Should relevant audiocassettes be used next year to acquaint new teachers or other persons with the concepts and practices presented.

____Yes ____Undecided ____No

A9. Comments: _____

_____

_____

III. Enter your responses regarding *TEXTBOOK CHAPTERS:*

	Very High	High	Average	Low	Very Low
T1. Usability in terms of a reasonable amount of preparation required by you prior to using them.					
T2. Effectiveness for contributing to your understanding of the concepts and practices presented.					
T3. Value in terms of presenting current and important information.					
T4. Quality in terms of the number and kind of concepts and practices presented.					
T5. Effectiveness of the questions at the end of each section in terms of aiding you to analyze and evaluate the concepts and practices presented.					
T6. Appropriateness in terms of length.					
T7. Your general reaction to the textbook chapters.					

T8. Should relevant *TEXTBOOK CHAPTERS* be used next year to acquaint new teachers or other persons with the concepts and practices presented.

____Yes ____Undecided ____No

T9. Comments: _____

_____

_____

IV. Enter your responses regarding the *LEARNING GUIDE CHAPTERS:*

The Learning Guide chapters are intended for use by individuals, pairs, and/or small groups to aid them in increasing their understanding of the concepts, principles, and practices included in the textbook chapters, the filmstrips, and the audiocassettes through use and study of the materials with a maximum amount of independence and flexibility.

L1. Usability in terms of a reasonable amount of preparation required of you prior to using them.					
L2. Usability in terms of the amount of time required for interaction between the improvement leader and the staff.					
L3. Clarity of the suggestions and directions.					
L4. Usability in terms of being able to complete the selected or assigned questions and activities in a reasonable amount of time.					
L5. Effectiveness in terms of facilitating understanding and application of the concepts and practices.					

	Very High	High	Average	Low	Very Low
L6. Availability of the filmstrips, audiocassettes, and projection equipment.					
L7. Your general reaction to the Guide chapters.					

L8. For each chapter section, check the percentage of the questions and activities that were completed:

I. Filmstrip. ___75% or more, ___50-74%, ___25-49%, ___1-24%, ___0%

II. Audiocassette. ___75% or more, ___50-74%, ___25-49%, ___1-24%, ___0%

III. Book Chapter. ___75% or more, ___50-74%, ___25-49%, ___1-24%, ___0%

IV. Application Activities. ___75% or more, ___50-74%, ___25-49%, ___1-24%, ___0%

L9. Should relevant Guide chapters be used by new faculty members and other interested persons?

_____Yes _____Undecided _____No

L10. Comments: _____

_____

_____

V. Enter your responses regarding the *COMPLETE SETS OF MATERIALS:*

	Very High	High	Average	Low	Very Low
C1. Usability					
C2. Effectiveness in aiding you learn the concepts and illustrative practices.					
C3. Quality, recognizing it is the field test edition.					
C4. Value of the concepts and illustrative practices presented.					
C5. Desirable interrelation of content of the textbook chapters, the filmstrips, and the audiocassettes.					
C6. Desirable relationship of the Learning Guide Chapters with the other materials.					

C7. Comments: _____

_____

_____

SECOND SEMESTER 1980-81 LOCAL SCHOOL LEADER'S REPORT OF THE FIELD TEST OF THE WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION

Name: _____ School: _____

Date: _____

This report is in two parts. Part I calls for information regarding the nature of your improvement activities. Part II deals with the applicability and effectiveness of the 6-step improvement process and the strategies described in each chapter of the Educational Improvement Leader's Manual. (The same improvement process and strategies appear in each chapter of the Manual.)

Please complete each part and return it not later than May 15, 1981. You may wish to duplicate this form and have one or more staff members complete it if they took initiative for a particular activity. Or you may wish to have a committee or individual staff members provide information, particularly for Part I.

Part I

Directions: Check ✓ each component toward which your knowledge-gaining, planning, and/or improvement activities were directed and enter the percentage of your total school staff participating.

___ ___% 1.1. Educational Programming (Part I): Arranging a total program of courses and other activities for each student for the year or semester

___ ___% 1.2. Educational Programming (Part II): Arranging an instructional program for each student within each course

___ ___% 1.3. Curricular Arrangements

___ ___% 1.4. Experiential Learning and Career Education

___ ___% 1.5. Student Decision Making

___ ___% 1.6. Evaluation of Student Learning and Educational Programs

___ ___% 1.7. Administrative Arrangements for Shared Decision Making

___ ___% 1.8. Organization for Instruction

___ ___% 1.9. Teacher-Advising

Directions: Check ✓ each chapter of the textbook, The Renewal and Improvement of Secondary Education: Concepts and Practices, that was used and enter the percentage of your total school faculty that used it.

___ ___% 2.1. Chapter 1: "A Conceptual Design for Self-Renewing Secondary Education"

___ ___% 2.2. Chapter 2: "Educational Programming for the Individual Student (I)"

___ ___% 2.3. Chapter 3: "Educational Programming for the Individual Student (II)"

___ ___% 2.4. Chapter 4: "Curricular Arrangements"

___ ___% 2.5. Chapter 5: "Experiential Learning and Career Education"

___ ___% 2.6. Chapter 6: "Student Decision Making Arrangements"

___ ___% 2.7. Chapter 7: "Evaluation of Student Learning and Educational Programs"

___ ___% 2.8. Chapter 8: "Administrative Arrangements"

___ ___% 2.9. Chapter 9: "Organization for Instruction and Advising"

___ ___% 2.10. Chapter 10: "Teacher-Advisor Programs"

Check ✓ each chapter of the Learning Guide for the Wisconsin Program for the Renewal and Improvement of Secondary Education: School Staff Members that was used and enter the percentage of your total school faculty that used it.

___ ___% 3.1. Chapter 1: "A Conceptual Design for Self-Renewing Secondary Education"

___ ___% 3.2. Chapter 2: "Educational Programming for the Individual Student (I)"

___ ___% 3.3. Chapter 3: "Educational Programming for the Individual Student (II)"

___ ___% 3.4. Chapter 4: "Curricular Arrangements"

___ ___% 3.5. Chapter 5: "Experiential Learning and Career Education"

___ ___% 3.6. Chapter 6: "Student Decision Making Arrangements"

___ ___% 3.7. Chapter 7: "Evaluation of Student Learning and Educational Programs"

___ ___% 3.8. Chapter 8: "Administrative Arrangements"

___ ___% 3.9. Chapter 9: "Organization for Instruction and Advising"

___ ___% 3.10. Chapter 10: "Teacher-Advisor Programs"

Check ✓ each chapter of the Educational Improvement Leader's Manual that you used.

___ 4.1. Chapter 1: "Introduction to the Wisconsin Program"

___ 4.2. Chapters 2-3: "Educational Programming for the Individual Student"

___ 4.3. Chapter 4: "Curricular Arrangements"

___ 4.4. Chapter 5: "Experiential Learning and Career Education"

___ 4.5. Chapter 6: "Student Decision Making Arrangements"

___ 4.6. Chapter 7: "Evaluation of Student Learning and Educational Programs"

___ 4.7. Chapter 8: "Administrative Arrangements"

___ 4.8. Chapter 9: "Organization for Instruction and Advising"

___ 4.9. Chapter 10: "Teacher-Advisor Programs"

Check ✓ each filmstrip that was used and enter the percentage of your total school faculty that used it.

___ ___% 5.1. "Introduction to the Wisconsin Program for the Renewal and Improvement of Secondary Education"

___ ___% 5.2. "Educational Programming for the Individual Student in Secondary Schools: Part I"

___ ___% 5.3. "Educational Programming for the Individual Student in Secondary Schools: Part II"

___ ___% 5.4. "Curricular Patterns in Secondary Schools"

___ ___% 5.5. "Work and Other Career Education Activities in Secondary Schools"

___ ___% 5.6. "Student Decision Making in Secondary Schools"

___ ___% 5.7. "Evaluating Student Learning and Educational Programs in Secondary Schools"

___ ___% 5.8. "Administrative Arrangements for Shared Decision Making in Secondary Schools"

___ ___% 5.9. "Instruction and Advisory Arrangements in Secondary Schools"

___ ___% 5.10. "Teacher-Advisory Programs in Secondary Schools"

Check ✓ each audiocassette that was used and enter the percentage of your total school faculty that used it.

___ ___% 6.1. "Experiences of Two Middle Schools and Two Senior High Schools with Educational Programming for the Individual Student: Part I"

___ ___% 6.2. "Experiences of Two Middle Schools and Two Senior High Schools with Educational Programming for the Individual Student: Part II"

___ ___% 6.3. "Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Curricular Patterns"

___ ___% 6.4. "Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Work and Other Career Education Activities"

___ ___% 6.5. "Experiences of a Middle School, a Junior-Senior High School, and Two Senior High Schools with Student Decision Making"

___ ___% 6.6. "Experiences of a Middle School and a Senior High School with Evaluating Student Learning and Educational Programs"

___ ___% 6.7. "Experiences of Two Middle Schools and Two Senior High Schools with Instruction and Advisory Arrangements"

___ ___% 6.8. "Experiences of a Middle School and Two Senior High Schools with Administrative Arrangements for Shared Decision Making"

___ ___% 6.9. "Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Teacher-Advisor Programs"

Check ✓ which of the following were used in addition to the WRISE materials (do not include materials for students):

___ 7.1. Other printed material similar substantively to the WRISE print materials. Give the title(s) of the printed materials:

___ 7.2. Other filmstrips or films similar substantively to the WRISE filmstrips. Give the title(s) of the visuals:

___ 7.3. Other audiocassettes similar substantively to the WRISE audiocassettes. Give the title(s) of the audiocassettes:

___ 7.4. Resource persons or consultants. Give the name(s) and the number of days served:

___ 7.5. Visits to schools or other places. Give the number and places:

___ 7.6. Telephone calls to schools or other places. List the schools or other places called:

___ 7.7. Meetings or workshops attended outside your school and school district. Describe briefly.

___ 7.8. Meetings or workshops in your school or district other than during regular school hours; e.g., on Saturday, in evenings, at other times when school is not in session. Describe briefly.

Description of your administrative, financial, and other arrangements

8.1 Enter the name(s) and position of the improvement leader(s).

8.2 Give the name of your school's improvement committee or other committee or council responsible for planning and coordinating the improvement activities and list the number of persons and categories of positions.

Name of committee _____

Number:		Number:	
___	Administrators	___	Students
___	Counselors	___	Parents
___	Teachers	___	Other

Comments:

8.3 Check ✓ how often the improvement committee meets regularly.

___ Weekly

___ Bimonthly

___ Monthly

___ Less than monthly

Comments:

8.4 Check ✓ when the participating staff meets for its planning, preparation, and evaluation activities.

___ only during the regular school day during the school year.

___ only outside the regular school day during the school year.

___ only during the summer or vacation periods when the school is not in session.

___ some combination of the above.

Describe the time(s) briefly:

8.5 ___ Yes ___ No

Check whether any of the participating staff receives additional pay for any part of their participation. If yes, describe briefly who receives the pay, how much, and the timing of their activities.

8.6 ___ Yes ___ No

Has planning and starting the improvement activities resulted in increased costs to your school? If yes, indicate the amount and for what purposes. If no, indicate how it is done without increasing costs.

8.7 Will the planned improvements when implemented the first year ___ increase, ___ decrease, ___ have no effect on per-pupil cost? Explain briefly.

Part II

(Questions in Part II are based on the Educational Improvement Leader's Manual)

Directions: Enter a ✓ in the appropriate column to indicate your reactions from very high to very low.

Importance of the improvement leader having the following knowledge, training, and experience:	Very High	High	Average	Low	Very Low
1. The leader has had experience as a middle, junior high, or senior high school teacher, counselor, or administrator.					
2. The leader has had experience in leading a local effort (such as a Title I or Title IVc Project) and is strongly committed to leading an improvement effort.					
3. The leader has participated in a workshop designed specifically for leaders of this educational improvement program.					
4. The leader has studied the textbook, the 10 filmstrips, and the 9 audiocassettes of the Wisconsin Program, and can explain the concepts and practices included in them.					
5. The leader has studied the Learning Guide for the Wisconsin Program for the Renewal and Improvement of Secondary Education: School Staff Members and can use it in leading the school's educational improvement effort.					
6. The leader has determined his or her level of expertise related to each objective of the Design for the Renewal and Improvement of Secondary Education and has identified any objectives for which he or she will require expert assistance from within or outside the school to lead an improvement activity.					

Comments:

Directions: Enter a ✓ in the appropriate column to indicate your reactions from very high to very low.

Usability of the following general plan for leading your school's educational improvement activities in terms of the time and effort required for using it.	Very High	High	Average	Low	Very Low
7. Establish a need for educational improvement.					
8. Emphasize the importance of continuing educational improvement.					
9. Clarify staff roles and responsibilities related to the improvement activities.					
10. Arrange incentives to promote the continuing involvement of the staff in improvement activities.					
11. Provide organizational and administrative mechanisms to involve the staff in planning, monitoring, and evaluating the improvement activities.					
12. Assure that time, space, and other physical arrangements are provided for the staff to plan and evaluate their improvement activities.					
13. Identify district and state support for the improvement activities.					

Effectiveness of the general plan in terms of aiding the staff start an improvement effort.					
14. Establish a need for educational improvement.					
15. Emphasize the importance of continuing educational improvement.					
16. Clarify staff roles and responsibilities related to the improvement activities.					
17. Arrange incentives to promote the continuing involvement of the staff in improvement activities.					

	Very High	High	Average	Low	Very Low
18. Provide organizational and administrative mechanisms to involve the staff in planning, monitoring, and evaluating the improvement activities.					
19. Assure that time, space, and other physical arrangements are provided for the staff to plan and evaluate their improvement activities.					
20. Identify district and state support for the improvement activities.					

Usability of the six-step improvement process in terms of the time and effort required for using it.

21. Assess your school's situation.					
22. Develop your school's improvement plan.					
23. Carry out the staff's information-gaining activities.					
24. Carry out the staff's preparatory activities.					
25. Carry out the implementation activities.					
26. Carry out the evaluation activities.					
27. The preceding 6 steps as a total process.					

Effectiveness of the six-step improvement process in terms of aiding your staff achieve its educational improvement goals.

28. Assess your school's situation.					
29. Develop your school's improvement plan.					
30. Carry out the staff's information-gaining activities.					
31. Carry out the staff's preparatory activities.					
32. Carry out the start-up activities.					
33. Carry out the evaluation activities.					
34. The preceding 6 steps as a total process.					

Appendix D
Forms and Instruments Used in University Summative Evaluation

Professor's Questionnaire for Assessing the Desirability and Usability of the WRISE Conceptual Design

Desirability of the Comprehensive and Enabling Objectives: Wisconsin Program for the Renewal and Improvement of Secondary Education (This scale is given as Appendix A.)

Professor's Questionnaire Regarding All WRISE Materials Used

Second Semester 1980-81 University Professor's Report of Field Test of the Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE)

Component Evaluation Form (Illustrative questionnaire included in this appendix for only one of the 10 components--Curricular Arrangements.)

Student Questionnaire: Instructional Materials of the Wisconsin Program for the Renewal and Improvement of Secondary Education

Posttest: Wisconsin Program for the Renewal and Improvement of Secondary Education (Illustrative posttest for one component--Curricular Arrangements; pretest not included since it is identical to the posttest.)

PROFESSOR'S QUESTIONNAIRE FOR ASSESSING THE DESIRABILITY AND USABILITY OF THE WRISE CONCEPTUAL DESIGN

Your Name: _____ Date: _____
Last First Month Day Year

Course: _____
Department Course No. No. of Credits

Directions: The conceptual design for the renewal and improvement of secondary education includes ten comprehensive objectives and enabling objectives, each set of objectives indicating a possible direction for starting or extending a systematic educational improvement effort in a middle school, junior high school, or senior high school. This questionnaire assumes that the respondent has a good understanding of the comprehensive objectives and the enabling objectives. Only the 10 comprehensive objectives are given in the items of this questionnaire.

Questionnaire constructed by Professor Herbert J. Klausmeier, Director, Wisconsin Program for the Renewal and Improvement of Secondary Education, with review by John Daresh of the Wisconsin Project and professors participating in the field test.

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Center Contract No. OB-NIE-G-78-0117

Wisconsin Research and Development Center for Individualized Schooling

Respond to the following questions to indicate (a) the desirability of each objective in terms of its indicating a desirable direction for a school's educational improvement effort and (b) the usability of each objective by a local school staff when considering possible directions for its educational improvement activities. Please respond to every question by circling the appropriate letter.

Scale

A = Very High (Desirability/Usability)
B = High (Desirability/Usability)
C = Average (Desirability/Usability)
D = Low (Desirability/Usability)
E = Very Low (Desirability/Usability)

	COMPREHENSIVE OBJECTIVE	DESIRABILITY	USABILITY
1.	An individual educational program of course work and other activities is arranged for each student each semester that satisfies the student's developmental needs and characteristics and that also meets district and state requirements.	A B C D E	A B C D E
2.	A comprehensive and flexible curriculum is developed that meets state and district requirements and that facilitates educational programming for the individual student.	A B C D E	A B C D E
3.	Career education is arranged for all students; experiential learning activities and/or work experiences in the community are arranged for each student who can profit from them.	A B C D E	A B C D E
4.	Students progressively assume more initiative for planning, implementing, and evaluating their programs and activities with a lesser amount of adult direction and control.	A B C D E	A B C D E
5.	The individual student's progress toward attaining his/her course objectives, the student's instructional program in each course, the student's total educational program, and the school's total educational program are evaluated systematically.	A B C D E	A B C D E

Scale

A = Very High (Desirability/Usability)
B = High (Desirability/Usability)
C = Average (Desirability/Usability)
D = Low (Desirability/Usability)
E = Very Low (Desirability/Usability)

	COMPREHENSIVE OBJECTIVE	DESIRABILITY	USABILITY
6.	The school's administrative arrangements provide for cooperative planning and shared decision making by the persons responsible for implementing the plans and decisions that are made, mainly administrators, counselors, teachers, and students.	A B C D E	A B C D E
7.	The faculty and students are organized into groups so that an effective educational program is arranged for the individual student each semester and advising is personalized.	A B C D E	A B C D E
8.	Effective communication and cooperative educational efforts between the school and the community are carried out as part of a program of home-school-community relations.	A B C D E	A B C D E
9.	The environment for learning and instruction in the school and for work and other educational experiences in the community is enriched through the intellectual, technical, and material support provided by school and school district groups, and by external agencies, such as regional educational laboratories, the state education agency, intermediate agencies, teacher education institutions, and professional associations.	A B C D E	A B C D E
10.	Student learning and personality development, instruction, advising, administrative arrangements, and other educational processes become better understood and are improved through continuous research and development conducted by school personnel and cooperating individuals and agencies.	A B C D E	A B C D E
11.	The desirability and usability of 10 sets of comprehensive and enabling objectives in totality in providing desirable and useful directions for starting an educational improvement activity.	A B C D E	A B C D E

Professor's Questionnaire regarding all WRISE materials used

Directions: Enter a ✓ in the appropriate column to indicate your responses and also respond to the other items.

	Very High	High	Average	Low	Very Low
I. Enter your responses regarding the *FILMSTRIPS* that you used.					
F1. Usability in terms of a reasonable amount of preparation required of you prior to using them.					
F2. Effectiveness for helping you to achieve your course objectives.					
F3. Value or importance of the concepts and practices portrayed.					
F4. Quality in terms of the visuals, sound, and rate of presenting concepts and practices.					
F5. Quality in terms of gaining and holding attention.					
F6. Appropriateness in terms of length.					
F7. Your general reaction to the filmstrips.					

F8. Will you use the filmstrips the next time that you teach this course?

_____ Yes _____ Undecided _____ No

F9. Comments: _____

_____

_____

II. Enter your responses regarding the *AUDIOCASSETTES* that you used.					
A1. Usability in terms of a reasonable amount of preparation required of you prior to using them.					
A2. Effectiveness for helping you to achieve your course objectives.					
A3. Value or importance of the concepts and practices presented.					
A4. Quality in terms of its sound and rate of presentation.					
A5. Quality in terms of gaining and holding attention.					
A6. Appropriateness in terms of length of each segment.					
A7. Your general reaction to the audiocassettes.					

A8. Will you use the audiocassettes the next time that you teach this course?

_____ Yes _____ Undecided _____ No

A9. Comments: _____

_____

Professor's Questionnaire regarding WRISE materials used.

III. Enter your responses regarding the *TEXTBOOK CHAPTERS* that you used.

	Very High	High	Average	Low	Very Low
T1. Usability in terms of a reasonable amount of preparation required by you prior to using them.					
T2. Effectiveness for helping you achieve your course objectives.					
T3. Value in terms of presenting current and important information.					
T4. Quality in terms of the number and kind of concepts and practices presented.					
T5. Effectiveness of the questions at the end of each section in terms of aiding students to analyze and evaluate the concepts and practices presented.					
T6. Appropriateness in terms of length.					
T7. Your general reaction to the chapters.					

T8. Will you use the textbook the next time that you teach this course?

_____ Yes _____ Undecided _____ No

T9. Comments: _____

_____

_____

IV. Enter your responses regarding the *LEARNING GUIDE CHAPTERS* that you assigned to the students.

The Learning Guide is intended for use by individuals, pairs, and/or small groups to aid them in increasing their understanding of the concepts, principles, and practices included in the textbook chapters, the filmstrips, and the audiocassettes through use and study of the materials outside the regularly-scheduled class period.

L1. Usability in terms of a reasonable amount of preparation required of you prior to using the chapters.					
L2. Usability in terms of a reasonable amount of time required of you to aid your students use the chapters.					
L3. Clarity of the directions and suggestions to the student.					
L4. Usability in terms of the students being able to complete the assigned or selected questions and activities with a minimal amount of assistance and direction from you.					
L5. Effectiveness in terms of aiding the students to understand and to apply the concepts and practices.					
L6. Ready availability of the filmstrips, audiocassettes, and projection equipment to the students.					
L7. Your general reaction to the *Guide* chapters.					

L8. For each chapter section, check the percentage of the questions and activities that you either assigned or invited your students to complete.

(a) Filmstrip. ___ 75% or more, ___ 50%-74%, ___ 25%-49%, ___ 1%-24%, ___ 0%.

(b) Audiocassette. ___ 75% or more, ___ 50%-74%, ___ 25%-49%, ___ 1%-24%, ___ 0%.

(c) Book Chapter. ___ 75% or more, ___ 50%-74%, ___ 25%-49%, ___ 1%-24%, ___ 0%.

(d) Application Activities. ___ 75% or more, ___ 50%-74%, ___ 25%-49%, ___ 1%-24%, ___ 0%.

L9. Will you use the *Guide* the next time that you teach this course?

_____ Yes _____ Undecided _____ No

L10. Comments: _____

_____

V. Enter your responses regarding the *COLLEGE INSTRUCTOR'S GUIDE CHAPTERS*

The College Instructor's Guide is intended for use by professors who offer a credit course or a non-credit activity dealing with some aspect of secondary education. Included in the chapter are synopses of correlated materials, suggestions regarding the use of correlated materials, and objective questions for use with the textbook chapter and which may be used in preparing pretests or posttests.

	Very High	High	Average	Low	Very Low
I1. Usability in terms of a reasonable amount of preparation required of you prior to using the chapters.					
I2. Effectiveness in terms of providing test items to evaluate students' knowledge and understanding of the WRISE concepts and practices.					
I3. Quality of the test items to evaluate students' knowledge and understanding of related concepts and practices.					
I4. Quality in terms of the appropriateness of the suggested activities for use with the correlated materials.					
I5. Your general reaction to the *Instructor's Guide* chapters.					

I6. Will you use the *Instructor's Guide* or the test items the next time you teach this course?

_____ Yes _____ Undecided _____ No

I7. Comments: _____

_____

_____

Professor's Questionnaire regarding WRISE materials used

VI. Enter your responses regarding the *COMPLETE SET* of WRISE materials

	Very High	High	Average	Low	Very Low
C1. Usability.					
C2. Effectiveness in aiding students learn WRISE concepts and illustrative practices.					
C3. Quality recognizing it is the field test edition.					
C4. Value of the WRISE concepts and practices.					
C5. Desirable interrelation of the content included in the text chapters, filmstrips, and audio-cassettes.					
C6. Desirable relationship of the *Learning Guide* and the *Instructor's Guide* with the other materials.					

C7. Comments: _____

_____

_____

SECOND SEMESTER 1980-81 UNIVERSITY PROFESSOR'S REPORT OF FIELD TEST OF THE WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION (WRISE)

1. Name _____ University _____

2. Briefly describe your university, school or college, and department or area. Include number of f.t.e. students in university, school, and department and composition of student body in terms of undergraduate and graduate.

3. Catalog description of the course in which materials were used (include department, course No., and No. of credits):

4. Check one: ____ Graduate course; ____ Undergraduate course; ____ Combined

5. Check one: _____ Course required in a certification program, _____ not required but often taken, _____ not required and not often taken.

6. Enter the chapter Nos. of the book that were used:

7. Enter the chapter Nos. of the Learning Guide that were used:

8. Enter the titles of the filmstrips that were used:

9. Enter the titles of the school experiences audiocassette that were used:

10. Check whether the WRISE materials were used as _____ primary, _____ supplementary, or _____ one of equally important sets of materials in this course.

11. List the other books which were required of all students in this course:

12. List other materials used in this course*:

13. Check one: I will use the ____ same, ____ more, ____ fewer WRISE textbook chapters when I offer the same course the next time.

Comments: _____

_____

14. Check one: I will use the ____ same, ____ more, ____ fewer WRISE filmstrips when I offer the same course the next time.

Comments: _____

_____

15. Check one: I will use the ____ same, ____ more, ____ fewer WRISE school experiences audiocassettes when I offer the course next time.

Comments: _____

_____

16. Check one: I will use the ____ same, ____ more, ____ fewer WRISE Learning Guide chapters when I offer the course the next time.

Comments: _____

_____

17. Enter the number of tests and questionnaires that were administered to students:

____ pretest, ____ posttest, ____ student questionnaire, ____ sets of component evaluation forms.

Comments: _____

_____

*Do not include titles of all hand-outs, such as reprints of articles, readings on library reserve, etc.

18. Check the conditions under which the tests and questionnaires were administered: ____ individually, ____ small group, ____ total group.

Comments: _____

_____

19. Check your estimate of the reliability of the results of the administration: ____ highly reliable, ____ reliable, ____ uncertain, ____ unreliable, ____ highly unreliable.

Comments: _____

_____

20. Check how well you think you were able to use the WRISE materials in terms of how well equipment functioned, available space, etc.: ____ very effectively, ____ effectively, ____ not effectively, ____ very ineffectively.

Comments: _____

_____

21. Briefly describe your instructional strategy or method and comment on the ease of use and value of the materials in teaching your course.

COMPONENT EVALUATION FORM: CURRICULAR ARRANGEMENTS

Directions to Student: Complete the Identifying Information

Your Name: _____ Date: _____
Last First Month Day Year

Class Standing (check one): _____ Undergraduate _____ Graduate

Course: _____
Department Course No. No. of Credits

Course Title: _____

I am working with the Wisconsin Project on the Renewal and Improvement of Secondary Education in a national field test of the Project's instructional materials. This questionnaire secures your opinions about the Project's printed and audiovisual materials dealing with curricular arrangements. Your responses are very important. They will not be used in grading and will be treated confidentially. Completing this questionnaire is not a course requirement; if you object to completing it, please return it to me now.....Your responses will help me in planning my future courses and will also help the Wisconsin Project complete their national field test.

Questionnaire constructed by Professor Herbert J. Klausmeier, Director, Wisconsin Program for the Renewal and Improvement of Secondary Education, with review by John Daresh of the Wisconsin Project and professors participating in the field test.

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Center Contract No. OB-NIE-G-78-0117

COMPONENT EVALUATION FORM: Textbook Chapter 4: "Curricular Arrangements"

Directions: Enter a √ in the appropriate column to indicate your responses.

	Excellent	Good	Average	Fair	Poor
1. General reaction to the chapter.					
2. Readability of the chapter.					
3. Comprehensibility of the chapter content.					
4. Comprehensiveness of the chapter content.					
5. Adequacy of illustrations and examples used in the chapter.					
6. Value of questions included in the chapter.					
7. Relationship to other correlated materials, e.g., the filmstrip.					

COMMENTS:

COMPONENT EVALUATION FORM: Filmstrip: "Curricular Patterns in Secondary Schools"

	Excellent	Good	Average	Fair	Poor
1. General reaction to the filmstrip.					
2. Clearness of audio presentation.					
3. Clearness of visual presentation.					
4. The filmstrip proceeded at a rate that encouraged learning.					
5. The filmstrip portrayed realistic situations and scenes.					
6. The filmstrip captured and held my attention.					
7. The filmstrip presented instructive examples, explanations, contrasts, etc.					
8. The filmstrip treated the subject matter in an interesting manner.					

Comments:

COMPONENT EVALUATION FORM: Audiocassette: "Experiences of a Middle School, a Junior High School, and Two Senior High Schools with Curricular Patterns"

	Excellent	Good	Average	Fair	Poor
1. General reaction to the audiocassette.					
2. Clearness of the audio presentation.					
3. The audiocassette proceeded at a rate that encouraged learning.					
4. The audiocassette captured and held my attention.					
5. The audiocassette presented instructive examples, explanations, etc.					
6. The audiocassette trated the subject matter in an interesting manner.					

COMMENTS:

COMPONENT EVALUATION FORM: Chapter 4 of the Student Learning Guide: "Curricular Patterns in Secondary Schools"

Directions: Enter a ✓ in the appropriate column to indicate your responses.

	Excellent	Good	Average	Fair	Poor
1. General reaction to the chapter.					
2. Usefulness of the synopsis and questions and activities in helping you use and understand the content of the filmstrip.					
3. Usefulness of the synopsis and questions and activities in helping you use and understand the content of the school-experiences audiocassette.					
4. Usefulness of the synopsis and questions and activities in helping you use and understand the content of the textbook chapter.					
5. Usefulness of the application activities in helping you relate the content to your personal or professional experiences.					
6. Adequacy of the assistance and guidance provided by your instructor.					
7. Availability of the materials for your individual use or for your small group use.					
8. Availability of projection equipment and space needed for the filmstrip and audiocassette.					

COMMENTS:

STUDENT QUESTIONNAIRE: INSTRUCTIONAL MATERIALS OF THE WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION

Directions to Student: Complete the Identifying Information

Your Name: _____ Date: _____
Last First Month Day Year

Class Standing (check one): _____ Undergraduate _____ Graduate

Course: _____
Department Course No. No. of Credits

Course Title: _____

I am working with the Wisconsin Project on the Renewal and Improvement of Secondary Education in a national field test of the Project's instructional materials. This questionnaire secures your opinions about the Project's printed and audiovisual materials that we have used. Your responses are very important. Your responses will not be used in grading and will be treated confidentially. Completing this questionnaire is not a course requirement; if you object to completing it, please return it to me now.....Your responses will help me in planning my future courses and will also help the Wisconsin Project complete their national field test.

Please respond to every item. Remember, react only to the following material of the Wisconsin Program, not to other course material:

Questionnaire constructed by Professor Herbert J. Klausmeier, Director, Wisconsin Program for the Renewal and Improvement of Secondary Education, with review by John Daresh of the Wisconsin Project and professors participating in the field test.

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Center Contract No. OB-NIE-G-78-0117

Wisconsin Research and Development Center for Individualized Schooling

Student Questionnaire regarding WRISE materials.

Directions: Enter a ✓ in the appropriate column to indicate your responses.

	Very High	High	Average	Low	Very Low
I. Enter your responses regarding the Wisconsin Program *FILMSTRIPS:*					
F1. Effectiveness for helping you become aware of a variety of concepts and practices.					
F2. Value or importance of the concepts and practices portrayed.					
F3. Quality in terms of visuals, sound, and rate of presenting ideas.					
F4. Quality in terms of presenting ideas in an interesting manner.					
F5. Appropriateness in terms of length.					
F6. Your general reaction to the filmstrips.					
II. Enter your responses regarding the *SCHOOL EXPERIENCES AUDIOCASSETTES:*					
A1. Effectiveness for helping you understand ideas presented in the filmstrip and/or the text.					
A2. Value or importance of the concepts and practices presented.					
A3. Quality in terms of sound and rate of presenting ideas.					
A4. Quality in terms of presenting ideas in an interesting manner.					
A5. Appropriateness in terms of the length of each segment of the audiocassettes.					
A6. Your general reaction to the school experiences audiocassettes.					
III. Enter your responses regarding the *TEXTBOOK CHAPTERS:*					
T1. Effectiveness for helping you become aware of a variety of concepts and practices.					
T2. Value in terms of dealing with current and important ideas and practices.					
T3. Quality in terms of the number and kind of ideas and practices presented.					
T4. Quality of each chapter, including the questions at the end of each section of each chapter, in aiding you to analyze and evaluate the ideas and practices presented.					
T5. Your general reaction to the textbook chapters.					

Student Questionnaire regarding WRISE materials.

IV. Enter your responses regarding the *LEARNING GUIDE CHAPTERS:*

The Learning Guide chapter is intended for use by individuals, pairs, and/or small groups to aid you in increasing your understanding of the concepts, principles, and practices included in the textbook chapter, the filmstrip, and the audiocassette through use and study of the materials outside the regularly-scheduled class period.

L1. Each Learning Guide chapter has four sections. Check the percentage of the questions and activities that you discussed or completed for the Chapter sections:

(a) Filmstrips. ___ 75% or more, ___ 50%-74%, ___ 25%-49%, ___ 1%-24%, ___ 0%.

(b) Audiocassettes. ___ 75% or more, ___ 50%-74%, ___ 25%-49%, ___ 1%-24%, ___ 0%.

(c) Textbook Chapters. ___ 75% or more, ___ 50%-74%, ___ 25%-49%, ___ 1%-24%, ___ 0%.

(d) Application Activities. ___ 75% or more, ___ 50%-74%, ___ 25%-49% ___ 1%-24%, ___ 0%.

	Very High	High	Average	Low	Very Low
L2. Usefulness of the synopsis and questions and activities in helping you use and understand the content of the filmstrips.					
L3. Usefulness of the synopsis and questions and activities in helping you use and understand the content of the school-experiences audiocassettes.					
L4. Usefulness of the synopsis and questions and activities in helping you use and understand the content of the textbook chapters.					
L5. Usefulness of the application activities in helping you relate the content to your personal or professional experiences.					
L6. Adequacy of the assistance and guidance provided by your instructor.					
L7. Availability of the materials for your individual or small group use.					
L8. Availability of projection equipment and space needed for using the filmstrips and audiocassettes.					
L9. General reaction to the Learning Guide chapters.					

Student Questionnaire regarding WRISE materials.

V. General Reactions to the Wisconsin Program Materials.

Indicate what you regard as the main merits and possible weaknesses of the Wisconsin Program materials.

POSTTEST: WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION

Directions to Student: Complete the Identifying Information

Your Name: _____ Date: _____
Last First Mo. Day Year

Class Standing (check one): _____ Undergraduate _____ Graduate

Course: _____
Department Course No. Credits

Course: _____

Directions to Student: I am working with the Wisconsin Project on the Renewal and Improvement of Secondary Education in a national field test of the Project's instructional materials. This test measures what you have learned about the concepts, principles, and practices included in the Wisconsin Program. Your responses to the test are very important and your score will count toward completing the requirements of this course. Answer every item; there is no penalty for guessing incorrectly. Every question has one best answer.

Posttest constructed by Professor Herbert J. Klausmeier, Chs. 1-7, Director of the Wisconsin Program for the Renewal and Improvement of Secondary Education, and John C. Daresh, Chs. 8-10, Project Coordinator, with review by professors participating in the field test. Many items were drawn from the College Instructor's Guide written by H. J. Klausmeier, Gail Thierbach, Julia McGivern, and John C. Daresh.

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Center Contract No. OB-NIE-G-78-0117

Wisconsin Research and Development Center for Individualized Schooling

CHAPTER 4: CURRICULAR ARRANGEMENTS

Directions: Enter your answer in the space provided at the left of the item number. There is one best answer for each item.

____4.1 There is most disagreement among educators regarding

a. the major curricular areas to be included in secondary education.

b. the role of the state in curriculum policy-making.

c. the use of schools for religious instruction.

d. the specific content students should learn.

____4.2 Curriculum policy-making refers to

a. decisions regarding materials to be used by students and teachers.

b. decisions regarding materials to be used by teachers and administrators.

c. the passage of laws regarding the curriculum by the federal government.

d. the establishment of limits, criteria, and guidelines.

____4.3 Curriculum development should be carried out at the district level mainly to

a. assure that federal legislation is complied with in all schools.

b. guarantee that appropriate learning activities are available to all students.

c. assure continuity in student learning from one school level to the next.

d. determine acceptable levels of student performance.

____4.4 The main use of a subject-matter taxonomy for a broad field such as the natural sciences or social studies is to

a. eliminate the need for course objectives.

b. guide local school personnel in preparing course objectives.

c. determine the scope and sequence of instruction in various courses.

d. determine the focus of teaching and learning in various courses.

____4.5 The best local school curricular arrangements provide for

a. formal and informal learning activities within the school building.

b. learning activities and guidance practices within the school building.

c. formal and informal learning activities within the school building and in the community.

d. formal learning activities in which the students participate.

____4.6 The foremost purpose of district curriculum development, such as that carried out by the Tri-County Goal Development Project, is to

a. develop instructional objectives for use by individual teachers.

b. develop behavioral and performance objectives for use in evaluating student achievement.

c. identify instructional objectives and to specify instructional methods which facilitate achievement of these objectives.

d. develop program and course objectives which facilitate educational planning in local schools.

Curriculum policies and curricula are developed at four levels. Match the activities given in items 4.7-4.10 with the level indicated in a-d.

a. federal

b. state

c. school district

d. local school

____4.7 Development or identification of unit objectives.

____4.8 Development or identification of objectives for a biology course.

____4.9 Development or identification of mathematics objectives, Kindergarten through Grade 12.

____4.10 Veto of a school district's practice of not recording student absenteeism.

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____4.11 In the Tri-County Goal Development Project, as in educational practice generally, the board of education of a school district is responsible for approving the statements of purpose that are indicated in the

a. system goals or objectives.

b. program goals or objectives.

c. course objectives.

d. instructional objectives.

____4.12 "The student knows and is able to apply basic mathematical processes" is an example of a(n)

a. system goal or objective.

b. course objective.

c. instructional objective.

d. unit objective.

____4.13 A state with a fully <u>decentralized</u> approach to curricular policy is one in which

a. there are statewide textbook adoption policies.

b. state officials have authority to veto a course.

c. there are statewide minimal competency objectives.

d. state authorities advise and assist local school districts.

CHAPTER 4: ANSWER KEY

4.1 d

4.2 d

4.3 c

4.4 b

4.5 c

4.6 d

4.7 d

4.8 d

4.9 c

4.10 b

4.11 a

4.12 a

4.13 d

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